

Assessment and Reporting Framework

Years 1–10 in Education Queensland schools

Document still under development. At this stage it has not been through the full quality control procedures of the Assessment & New Basics Branch.

The proposed framework as outlined in this document will be promulgated and piloted in 2003, continually refined throughout 2004–2006, available for interim use by schools 2003–2006, embedded in the system by the end of 2006, ready for mandatory application in 2007.

Released: June 2003

Required actions by schools: Nil (until further notice)

Suggested actions: See Section 4.2

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1 Preamble

1.1 Background

First notice of the development of an assessment and reporting framework was given in the *Years 1-10 Curriculum Framework for Education Queensland Schools* (the Curriculum Framework)¹, which was released in June 2001.

A taskforce, with expert and stakeholder representation, was established in October 2001 with the brief to produce a robust assessment and reporting framework that would build on the Curriculum Framework, respond to the emerging national agenda, and be acceptable to stakeholders. In February 2002, the Minister for Education accepted and endorsed the strategies that were recommended in *The Report of the Assessment and Reporting Taskforce*. This resulted in the formulation of a 5-year plan for growing an assessment culture and devising an assessment and reporting framework.

What many educators and bureaucrats had expected from the taskforce was a report card formula (this is about *reporting*) and a commitment to the provision of state-of-the-art computer software (this is about *recording*). It transpired, however, that what really needed attention was support for teachers in acquiring high-level *assessment skills*.

While acknowledging that there is a well-established assessment culture in Years 11 and 12, the report concluded that no such culture is evident in Years 1–10. The *Queensland School Reform Longitudinal Study* (QSRLS) reached a similar conclusion and recommended that Education Queensland (EQ) encourage the development of teachers' assessment literacy, particularly in relation to the middle years of schooling.

Consequently, the Minister for Education committed funds to the immediate design and conduct of assessment workshops² that would be available to every teacher of students in Years 1 to 10 in state schools. In the meantime, work on the elusive assessment and reporting framework would continue.

In the second half of 2002, EQ's Assessment and Reporting Framework Implementation Committee (ARFIC) was set up and a small Assessment and Reporting Unit (ARU) was established within the (then newly constituted) Assessment & New Basics (ANB) Branch.

During that same period, it was flagged by EQ at *Distilling the essence* forums and in its publication *Growing an assessment culture #1* that there was to be a common frame of reference against which teachers assess and report student achievement³ in terms of certain constructs at certain junctures in a common format to parents and the system. That common frame of reference is the Queensland Standards Map (QSM), a key element of the proposed Assessment and Reporting Framework (ARF) that will eventually become a statement of policy.

¹ See page 13 of the Curriculum Framework.

² Currently being provided or under development in such areas as:

- assessment for and of learning—good assessment serves both;
- planning for assessment;
- designing quality assessment tasks;
- judging the quality of student work against standards;
- combining results from different assessments.

³ Achievement is not the same thing as ability, nor is it the same thing as aptitude, except insofar as doing well at school is a function of ability and insofar as those who do well at school have an aptitude for education at this and the next level. Achievement is what you did; ability is what you might have done; and aptitude is what you might be able to do.

The proposed ARF will provide the backbone for EQ's assessment system in the compulsory years of schooling. It will be embedded in the system by the end of 2006. An interim version of the framework was promulgated in schools in 2003. This paper is the source document for that promulgation.

A key element of the ARF, a standards map (see Section 3.2) will complement, not replace, school-based reporting. The policy for school-based reporting remains as stated on page 15 of the Curriculum Framework: "Formal reporting to parents/carers will occur at least once per semester ..."

The early release date of information about the ARF reflects the intense interest that has been displayed in mechanisms for reporting, particularly from schools seeking guidance on how they might use constructs that cut through Key Learning Areas (KLAs) in their school-based reporting.

It must be made very clear at the outset, however, that *an* assessment and reporting framework, in broad terms, is *not simply* a set of mechanical rules about content and design of school-based reports. It is much more than that—as described throughout this paper.

Restated below are the five elements of the process of assessment, listed succinctly by Professor Caroline Gipps⁴ an expert consultant to the Assessment and Reporting Taskforce:

1. Assessment task (derived from the curriculum);
2. Student performance (which is not always written);
3. Judgment of the performance with reference to a standard;
4. Feedback to the learner and the teacher/curriculum;
5. Moderation⁵.

Aligned with this view is EQ's new assessment and reporting system that incorporates authentic standardised assessment tasks, moderated school-based assessment and standards-referenced judgments of student performance.

1.2 Other agendas

The work in devising *the* proposed Assessment and Reporting Framework for EQ took account of the emerging national agenda and of recent initiatives in Queensland.

Of particular relevance on the national scene is the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) steering committee for consistent curriculum outcomes across the States and Territories. Curriculum outcomes are "what is meant to be achieved by students and taught by schools, as set out in curriculum documentation; that is, the intended curriculum"). In pursuit of consistent curriculum outcomes, the MCEETYA steering committee has recommended the development of a set of standards in a small number of curriculum areas within the compulsory years. The standards are to describe levels of performance in what students know and are able to do by the end of particular years of schooling.

⁴ Deputy Vice-Chancellor of Kingston University in the UK and author of books and conference papers on assessment. See, for example, *A Fair Test? Assessment, achievement and equity* (C. Gipps & P. Murphy), Open University Press, 1994.

⁵ A set of processes designed to ensure comparability of grades assigned to student work, across judges (teachers) and across sites (schools or regions). Comparability, in turn, means that standards are applied consistently across the State so that student performances of equivalent standard are recognised as such. Moderation involves contextualised teacher judgments and a system of verification of school decision-making. Moderated assessment enhances community confidence in the reliability of reported results.

Also of relevance are the current arrangements in Queensland for testing, assessment and certification, some of which are located in continuing practices in Years 11 and 12. Another recent initiative is the 4-year trial of the New Basics. The research report on this trial will, *inter alia*, provide valuable information on teachers' attitudes to moderated assessment in Years 1 to 9 in general and on complementary reporting practices for students with special needs in particular. Amongst other recent initiatives, a new Senior Certificate and a new way of conceptualising Years 10 to 12 are located within the agenda that is *Education and Training Reforms for the Future: A White Paper* (ETRF). The arrangements for the Year 10 Certificate, its nature and function, are transitional. Appendix I provides a summary of current arrangements and initiatives.

The new Queensland Studies Authority (QSA), which is an amalgam of the former Queensland School Curriculum Council, Queensland Board of Senior Secondary School Studies, and Tertiary Entrance Procedures Authority, has an assessment function under the *Education QSA Act 2002*: "(1) ...to decide on procedures, and to carry out arrangements, for the assessment of persons in an area of learning for which the results may be recorded on a certificate of achievement". EQ's assessment and reporting framework is about *reporting* (to parents and the system). It is *not* about *certification*.

The ARF that has been devised by EQ is an approach to standards mapping that will generate *system data* on student achievement at key junctures in Queensland *state* schools. This responsibility is particular and distinctive to the work of EQ; it is not the responsibility of any other agency. The warrant for the work emanates from the Taskforce Report and from the Minister for Education charging ARFIC with this work on the understanding that it had not been previously undertaken and was not in the domain of any other agency. Nor is this work duplicating the valuable work of QSA in moving the curriculum reform agenda forward in Queensland schools; for example in addressing the critical issues—both practical and theoretical—relating to teachers' work with KLA syllabus documents.

Nevertheless, collaboration between EQ and other agencies, particularly QSA, is essential for EQ in discharging its responsibility to deliver an ARF for state schools.

2. Towards a framework

2.1 Meeting the challenges

Good assessment is central to informing decisions at both school and system level about the quality of student learning; that is, what students know and can do, and how well and under what conditions they know it and can do it.

EQ's proposed framework attends to two particular challenges:

- the need to build a culture of robust, reflective assessment in schools;
- the current lack of system-wide data on student achievement.

The challenge to build a culture of robust, reflective assessment is driven by the profound influence that assessment, amongst other things, has on student learning. Good assessment practices help students to learn, as well as enabling judgments to be made about the quality of that learning. The proposed framework will set achievement standards for students in state schools to aspire to and provide teachers with tools and professional learning opportunities to enable them to design and use assessment tasks reflective of these standards. In turn, teachers will understand the kinds of learning experiences that motivate students, boost their self-esteem, and contribute to their achieving optimal standards. Student learning will be enhanced.

It is essential for a public education system to have data on student achievement. Such data enable appropriate decisions about resource allocation and school effectiveness to be made

at a systemic level in order to maximise learning outcomes for all students. Society is entitled to know if schools are delivering the quality product that society is entitled to by virtue of funding the educational process. Significant accountabilities are to be put in place for state schools to report to parents and the system on the quality of student learning. System accountability will be enhanced.

In meeting the challenges of equipping teachers with high-level assessment skills and of gathering rich and meaningful information about student achievement, EQ will:

- align the common frame of reference with existing curricula;
- draw on teacher practice at all stages of its development and application;
- send a clear message about what is valued;
- generate valid, systemic assessment information that is useful to parents and teachers.

Furthermore, in pursuit of better practice, EQ will, through its ARF:

- provide teachers with models of good assessment;
- equip teachers with assessment tools (initially from external sources but later developed by teachers);
- engage teachers in professional learning activities that focus on judging the quality of student work against standards.

2.2 Formulating the proposal

In the formulation of this proposal, the following were deemed to be non-contestable.

- Pedagogy and assessment feed off each other.
- Assessment can have positive backwash⁶ effects on curriculum.
- Teacher judgment has primacy in assessment of student achievement.
- EQ is committed to equity and academic rigour.
- The process of generating standards is an essential dynamic for educational quality and innovation.

The adoption of the approach described within this paper, rather than of others that have been canvassed, can be argued as follows.

- It is essential to provide teachers with a unifying device for the overlay of the conceptual frameworks that presently confront them.
- There is a degree of urgency to fill the existing assessment and reporting vacuum.
- The assessment challenge of searching for standards has to be situated within an appropriate conception of learning itself.
- This initiative is occurring against a backdrop of budgetary restraint.

The proposed framework is, therefore, not only a captive of recent history but also a unique response to a set of values and circumstances. At the same time it is able to take on a futures perspective.

2.3 What we will achieve through this particular framework

The list below summarises what we will achieve through the particular framework described in this document.

- Students will experience high-quality assessment.
- Teachers' work will be valued.
- Parents will receive reports in a common format (see QSM later).

⁶ Backwash effects are the unintended effects of something as the result of certain actions being carried out on something else.

- The system will collect data about student achievement across the State, by school-group, by targeted subgroup(s), and/or by individual student.
- Authentic, complex, standardised tasks will be offered for administration within EQ schools.
- Changes over time in the quality of teacher-generated assessment tasks will be observed.
- Student progress over time will be monitored.
- Once the framework is fully implemented, longitudinal data will be available at and across the junctures.

It should be noted that the proposed framework is not merely a monitoring or benchmarking exercise.

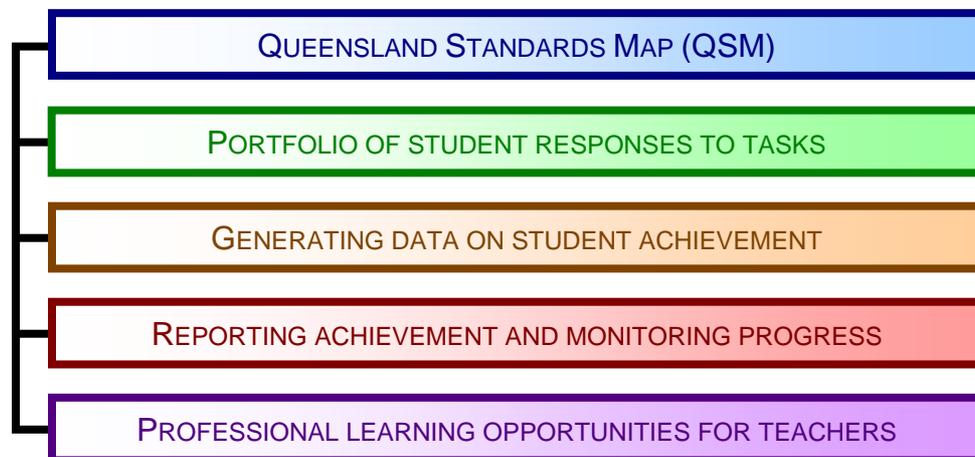
3. The Assessment and Reporting Framework

3.1 Overview

The Assessment and Reporting Framework comprises a set of interconnected and mutually supportive elements:

- a common frame of reference (including a set of achievement standards) that provides a common language for communication among teachers, parents, students and the system about student achievement;
- a range of assessment methods for collecting evidence of student achievement;
- procedures for collecting statewide data on this student achievement;
- processes for reporting achievement and monitoring progress over time;
- professional learning opportunities for teachers with respect to the elements of the framework and to good assessment practice in general.

Figure 1: Elements of the Assessment and Reporting Framework



The key elaborations of the framework follow.

- The common frame of reference with its set of achievement standards, called the Queensland Standards Map, provides a mechanism for teachers to capture the results of their assessments and to report student achievement in terms of the following three constructs:
 - Knowledges
 - Processing
 - Self & Others.

- Evidence of student achievement will be collected from nominated curriculum areas (domains), which are not always KLA-specific and which include cross-curricular priorities⁷. In any one academic year, there would be no more than three, but usually two, domains.
- A portfolio of student work will be accepted as the evidence of student achievement. The contents of the portfolio will be specified.
- The achievements of all⁸ students in Years 3, 6 and 9, the so-called juncture years, will be reported annually, at the end of the academic year, to parents. The achievements of a sample of these students will be reported annually, at the end of the academic year, to the system.

Any school can elect to use the constructs of the standards map in their own assessment and reporting practices across the full range of domains and in years other than the juncture years. This would satisfy the policy requirement that there be once-per-semester reporting to parents in whatever format the school (in consultation with its community) chooses to employ.

There is a pronouncement on page 2 of *The Report of the Assessment and Reporting Taskforce* about the place in the assessment process of the Core Learning Outcomes (CLOs) of the KLA syllabuses: “The CLOs are a device for structuring the syllabus, for planning teaching and for planning assessment. They are not in themselves assessment criteria...”. Rather, the CLOs are only “indicators of standards”. In the case of New Basics, the indicators of standards are “expressed as desirable features”. In response to this direction, the standards map described in the next section introduces assessment criteria of a much larger grain size than CLOs.

3.2 Queensland Standards Map

Students’ individual results in a nominated domain, each expressed as one of four standards, will be determined using a process that involves the use of an overarching standards schema, the *Queensland Standards Map* (QSM). The QSM is EQ’s common frame of reference for assessment and reporting.

The standards will be empirically grounded through a co-development process involving the “guild of professionals” and members of the wider community. This part of the developmental cycle— identifying and specifying standards—will require the most concentrated attention and cannot be accelerated. Also, experience has revealed that descriptors alone are inadequate to the task of specifying standards. They become real only when student work instantiates their meaning.

Standards can be understood as being general and thus able to be exemplified in diverse ways (see Section 3.3). The standards will reflect current understandings of current curriculum documents and will, therefore, need to be refined over time. The processes of promulgating and maintaining standards will require a moderation strategy.

⁷ As enunciated in the KLA syllabus documents, the cross-curricular priorities are literacy, numeracy, lifeskills and futures perspective.

⁸ There will be a separate policy on special consideration.

3.2.1 Components of a standards map

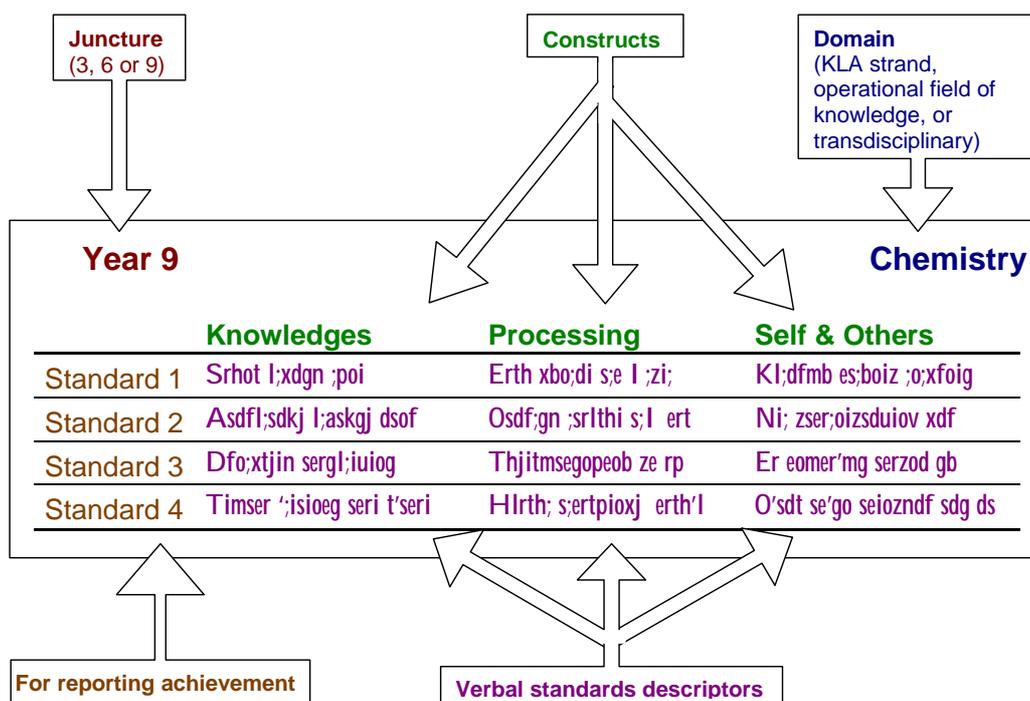
The figure on the next page portrays an extract of a QSM. It is an extract because it shows only two domains (Chemistry and Physical Activity) and only one juncture (Year 9), and because the standards are not yet properly specified in words.

The terms “Standard 1”, “Standard 2” etc. are not intended for use in the final format: During the process of identifying and setting standards, opinions will be canvassed about the most acceptable way to label the designated standards—as letters or numbers or words or other symbols. The highest standard will describe what students are to aspire to (the so-called “aspirational” standard) as opposed to what might prove typically to be the work of highest quality. Appendix II gives a concrete example.

The complete QSM would have the following components:

- One segment for each of the three junctures;
- One section for each domain at each juncture;
- Three constructs for assessing and reporting;
- Four available standards per construct;
- A verbal descriptor for each standard that may or may not be presented in a matrix.

Figure 2: Extract – Queensland Standards Map



Year 9	Physical Activity		
	Knowledges	Processing	Self & Others
Standard 1	Dfjb Las aeobvuian	Asvmae; Iriseio as; eoi	;zsmke rgi;zov zo;r e;oi
Standard 2	Rio;nm ergk ozivnmzxd	Dsebki aserb zeibonm	Sdro;gmi gse uoeip
Standard 3	Gno;ribn seo;bni/zel	Zsejiopvjawe rg zioudv	Zsd;ioghn aegroizsu
Standard 4	Ebvuaia eiozivn sebgop awe	Yiopagrm awoiv us	Klg serobuijari awe ro

3.2.2 The three constructs

Reporting on student achievement at the three junctures will be based on three constructs.

In the identification of the constructs for the QSM, it was considered that, as a set, the constructs should be:

- forward-looking;
- include academic and social outcomes;
- not be content-free;
- value both process and product;
- include transdisciplinary skills⁹.

There were issues surrounding the milieu in which the constructs had to be identified. And so, the constructs had to:

- take account of a generic curriculum (KLAs, New Basics and beyond);
- simplify and integrate existing conceptual frameworks for teachers;
- be meaningful and accessible to the wider community.

Such considerations resulted in three constructs, each of which is elaborated below.

Figure 3: The three constructs

Construct 1	Knowledges
This construct refers to the three particular domain-specific knowledge dimensions — factual ¹⁰ , procedural, and conceptual ¹¹ ; that is, the content, skills and understandings that make one domain ¹² different from another.	
Construct 2	Processing
This construct refers to the cognitive and linguistic processes associated with reflecting, communicating and enacting across domains. These are the transdisciplinary skills (such as analysing and deducing, creating and presenting, expressing and performing) that are used in working with ideas, information, artefacts and texts.	
Construct 3	Self & Others
This construct refers to ethics, culture and relationships; that is, the interpersonal, personal and ethical dimensions of human life, and social and cultural practices in changing global and local contexts.	

3.3 Evidence of student achievement in relation to the standards

Evidence of student achievement in a nominated domain will be collected through two distinct though related components:

- student responses to standardised tasks in the particular domain;
- student responses to teacher-generated tasks in system-specified categories of the same domain.

Each provides evidence complementary to the other so that, together, a more complete picture of student achievement can be painted.

⁹ Also known as cross-curriculum skills; not to be confused with cross-curricular priorities mentioned elsewhere.

¹⁰ Also declarative.

¹¹ Also conditional.

¹² Domain is used as a convenience to refer to the commonality of knowledge within the set: KLA syllabus strand, New Basics operational field of knowledge, or subject in the common parlance. It is not used in the pure Aristotelian sense of discipline.

3.3.1 Queensland Assessment Task

The collection of standardised tasks is called a *Queensland Assessment Task* (QAT). The QATs are derived from the intents of existing QSA syllabuses in the eight KLAs. In the immediate future, QATs will be developed by experts external to the school acting under the direction of EQ's ANB Branch¹³, who will develop the design specifications for them.

In this context, “standardised” means that the task is:

- the same for all students in the cohort;
- undertaken in all schools according to the same list of task parameters¹⁴;
- marked according to a commonly applied marking scheme (called a marking guide).

QATs will be designed to capture rich information about student achievement in nominated domains (KLA strands or New Basics fields of knowledge) and across them, in various mediums, using a variety of instruments, devices and strategies.

3.3.2 Teacher-Generated Task

A *teacher-generated task* (TGT) provides evidence of student achievement within a particular classroom context¹⁵. The TGTs will be designed by teachers and will fall within categories specified by EQ's ANB Branch in order to complement the QAT in the domain nominated for the corresponding reporting juncture.

The specification of categories for TGTs, such as “the evaluation phase of design in Technology” or “evidence of appropriate laboratory techniques in Science”, will take into account the richness of students’ classroom experiences, the complexity of students’ worlds, the diversity of the Queensland student population, and the imperative for comparability of standards of reported results.

The task parameters within which evidence of student achievement is gathered might also be part of the specifications; for example:

- working solo or in teams;
- doing a task in paper or electronic format;
- completing a task over a prescribed period of time;
- oral, interaction, demonstration.

3.3.3 Portfolio

In each domain each year, schools will be asked to provide a portfolio for each sample student. The collation of a student’s responses in a nominated domain is termed a *portfolio of student work*. There is one portfolio per nominated domain, which is not always KLA-specific and includes cross-curricular priorities. In any one academic year, there would be no more than three, but usually two, domains.

A portfolio is a deliberate, strategic and specific collection¹⁶ of student work on which judgments about the quality of student achievement are based.

Student work, in turn, is taken to be the outward and visible sign of learning—evidence, therefore, of achievement of one sort or another.

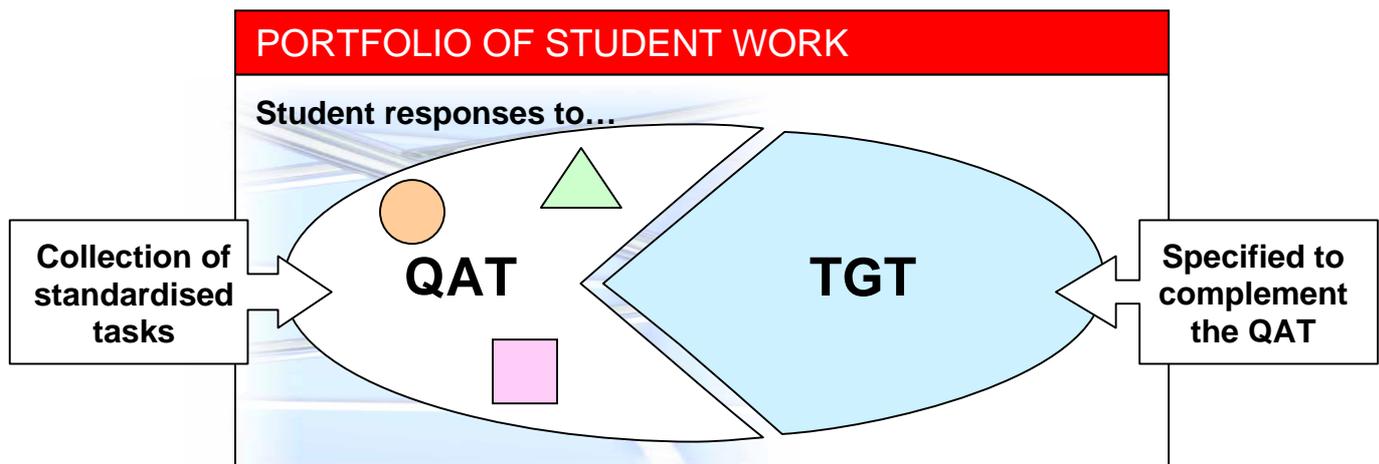
¹³ Or other manifestation of this function within Central Office structures.

¹⁴ Elsewhere called *conditions under which the evidence is produced*, not used here owing to its (negative) connotation of point-in-time examinations, although it is possible (but not at Year 3) that one of the standardised tasks within a QAT could be a formal test.

¹⁵ Or individual school environment.

¹⁶ It is not intended that the portfolio be transformed into a bank of overflowing filing cabinets.

Figure 4: Relationship between QAT and TGT



3.3.4 Judging the quality of student work

All tasks (QATs and TGTs) will be assessed by teachers with reference to task-specific marking guides. All marking guides will be developed so that they reflect the intents of the individual syllabuses and so that they also allow achievement to be reported in terms of the broader constructs of the QSM. A marking guide will contain verbal descriptors of available grades (*grades descriptors*)¹⁷. Teachers decide which of the grades descriptors in the set best matches the point-outable features in the student work and assign the corresponding grade.

For QATs, the grades in the marking guides are underpinned by task-specific grades descriptors mentioned above, by samples of student work illustrating what is expected for each available grade in the marking guide, and by face-to-face or virtual dialogue associated with task intent and expectations and with the quality of actual student work. EQ's ANB Branch will provide marking guides for QATs. Teachers will receive training to assist them in marking student responses to QATs and in making consistent judgments about the quality of student work. In the marking of TGTs, teachers will be supported in composing and applying their own marking guides. As a result of these experiences in task development and marking, teachers' capacity to demonstrate high-level assessment skills will be significantly enhanced.

Results of assessments of tasks will be coded as letter-grades as an interim arrangement until other preferred codes have been canvassed. The number of available grades for marking will be task-specific and range from two to five.

For each domain being assessed, a student's results from the QAT and the TGTs will be combined in a defensible way to produce a single result for each of the three constructs in the QSM. (This assumes that the QAT and the TGT in a nominated domain at a given juncture in a given academic year are capable of providing significant evidence of student achievement in all three constructs. This will not always be the case.) Whenever results are combined, however, the single result will give equal weighting to the QAT and the school's TGT.

¹⁷ The term "standards descriptors" will be confined to the overarching standards schema, the QSM. To avoid confusion, the term "grades descriptors" will be used in the marking scheme (guide) for individual tasks. Standards descriptors and grades descriptors are expressed as verbal descriptors. At both levels of decision-making, however, teachers are making standards-referenced judgments.

3.4 Procedures for generating data on student achievement

For which students, in which years, by whom and when will data be collected?

Data will be collected:

- by the *system*;
- annually, in September, from students in Years 3, 6 and 9;
- from *sample* students only;
- about student achievement in no more than three domains per academic year.

The system will then generate summary data on the achievement of students statewide in the nominated domains, and report on these data as appropriate; for example, by gender or socioeconomic status.

Although the system will generate data based on the achievement of a sample of students, this does not mean that only selected¹⁸ students or schools will be do the QATs and the TGTs in the nominated domains. All students are required to do the QATs and TGTs for the nominated domains for a given juncture.

Schools without sample students will not be excluded from the associated professional dialogue. All teachers will have access to professional learning opportunities related to composing and marking QATs and TGTs.

Because portfolios are required for all students in the juncture years in the nominated domains, notice of the nominated domains will be given well in advance. But, for obvious reasons, notice of which students/schools are in the sample will be shorter. It is only from sample students that achievement data will be collected, collated and reported at system level. The moderation process that involves consensus amongst judges/assessors will apply only to the work of sample students.

There will be two formats for reporting student achievement at the end of the year:

- a school's report to parents/carers;
- a system's report.

Student achievement at each juncture will be reported against standards on single scales. The three constructs are the basis for developing the scales.

¹⁸ The process of selecting students/schools could conceivably involve consideration of special cases put by individual schools.

3.5 Reporting

3.5.1 School's report to parents/carers

Schools will report to parents/carers on individual students. The school report contains information in a standardised format.

For each domain nominated for assessment in a given year, student results will be reported under the three construct headings in terms of the standards descriptor (one of four). The assessment of the standard of student work from the portfolio is, broadly speaking, the reaching of consensus between expert judges (from the guild of professionals) about the match between the evidence of learning (student work) and one of the standards descriptors.

One strategy for reporting is to provide a profile of results, one per construct (or subconstruct). Another is to combine results across two or more constructs to provide results of much larger grain size (this requires a second round of decision-making based on an agreed policy for combining results).

Thus, for an individual student, a school report based on the QSM could contain the following information:

- Academic year (say 2003);
- Juncture (say Year 6);
- Curriculum areas (say two, the domains of Chemistry and Physical Activity);
- Constructs for assessing and reporting against¹⁹ (always Knowledges, Processing, and Self & Others);
- Standard (one of four available) for each of the three constructs in the two domains;
- Explanatory notes on the meaning of the constructs and the standards awarded;
- Information about the evidence upon which the assessments were based.

3.5.2 System's report on a sample of students

There are a variety of ways that the system might decide to present data for a given student cohort. For example, the system's report could show summary data for each domain in each construct for which evidence is available. Results in a particular domain could be combined across the three constructs to produce an individual student result and then results from the sample students aggregated for reporting systemically. The nature of the sample (drawn from the pool of students in a certain year level in EQ schools across the State) precludes the drawing up of "league tables" that present between-school differences in performance.

Another possibility is that, for a given student cohort, results from sample students in one of the constructs such as Processing could be aggregated so that the system could report on students' higher-order thinking skills; that is, this type of data collation could prove useful for system reporting on the multiliteracies, problem-solving, ICTs, public exhibitions and so on.

Once the ARF is fully implemented, longitudinal data will be available. It will be possible to track changes over time at a given juncture and changes over time between junctures.

¹⁹ There will undoubtedly be different manifestations of the constructs in different KLAs; for example, Languages other than English compared with Science.

3.6 Professional learning opportunities for teachers

By the end of 2006, the QSM and its associated processes will have passed through the developmental cycle and be ready for full implementation. The developmental cycle includes a pilot study in 2003, a working party on standards setting (this working party reports to ARFIC during 2003–2006), and schools' voluntarily undertaking QATs in yet-to-be nominated domains in 2004, 2005 and 2006.

During the developmental period, extensive professional learning opportunities will be available to teachers. These opportunities will be supplemented by participation in workshops already being provided in the theory and practice of assessment.

3.6.1 Providing tools for teachers

A selection of standardised tasks from QATs will be released each year for use by teachers in EQ schools at their discretion; that is, for groups of students outside domains and junctures that have been specified for a particular academic year. The released materials (print and electronic) for each QAT will include:

- tasks;
- administration guides;
- marking guides;
- annotated samples of student work.

Teachers will be exposed to models of good assessment practice. Their repertoire of good assessment tasks on which they can draw for their own assessment and reporting purposes will increase and their knowledge of, and perspectives on, assessment will be refined. They will also be able to compare their students' work with the achievements of students right across the State.

4. Schedule

4.1 Timetable leading up to 2007

The table below outlines, for each of the four years leading up to the mandatory application of the QSM, how evidence of student achievement will be gathered using QATs and TGTs in a non-mandated program. For 2003, the domains and reporting junctures are definite.

Figure 5: Schedule to 2007

Year	Nominated Domain: KLA Strand / Field of Knowledge	Yr 3	Yr 6	Yr 9
2003	HPE – Physical Activity/Physical Education	✓		✓
	Science – Natural and Processed Materials/Chemistry		✓	✓
2004	to be determined			
	to be determined			
2005	to be determined			
	to be determined			
2006	to be determined	✓	✓	✓
	to be determined	✓	✓	✓
2007 & beyond	Domains selected and announced. (QSM mandatory)			

Although the final year in the implementation timeline for the eight syllabuses is 2008, it is envisaged that all KLAs will have been released by the end of 2006, which is the final year in the 5-year plan for the implementation of the recommendations of *The Report of the Assessment and Reporting Taskforce*.

Therefore, this same period (2003–2006) will be characterised by the following shifts:

- from QATs developed by experts external to EQ schools to QATs co-developed by EQ's ANB Branch and EQ teachers;
- from an assessment and reporting framework that is available but not mandated to one that is robust and embedded in the system;
- from a curriculum that consists of KLA syllabuses in various stages of implementation to a curriculum that consists of KLA syllabuses in the final stages of full implementation;
- from New Basics as a concept to the New Basics Framework as a mature approach to curriculum, pedagogy and assessment.

4.2 Schools preparing for 2007

As at May 2003 (date of release of draft version of), there were no required actions for schools in relation to the Assessment and Reporting Framework (except for the approximately 20 self-selecting²⁰ schools in the pilot study, which commenced in June 2003). It is acknowledged, however, that undertaking certain actions would make a school's transition to mandatory application of the ARF smoother whilst enhancing current assessment practices. These actions include:

- Schools developing action plans for growing an assessment culture;
- Teachers and school leaders signing up for workshops related to assessment and reporting that have been on offer since 2002;
- Principals providing support for teachers who have attended workshops to incorporate their professional learnings into everyday practice;
- Schools experimenting with the three constructs for use in their twice-yearly formal reporting to parents/carers;
- Principals providing time for groups of teachers to come to a shared understanding of the content and implications of this document;
- Schools voluntarily having their students undertaking QATs and associated procedures in 2004 to 2006.

4.3 Issues to be resolved by 2007

Between 2003 and 2007, further consideration will be given to the following issues.

- Junctures: Would other years such as pre- and post- middle years of schooling (Years 4 and 9) suit better than Years 3, 6 and 9?
- Notion of sample: How many students, how stratified, when drawn and announced?
- Notion of nominated domains: Would it be feasible to cover more than two or three areas each year by drawing different samples for different domains in order to reduce possible skewing of the curriculum?
- Number of standards: Is it possible that, in the process of identifying standards, we might find out that there should be more than four categories for describing student performance? Or that there is a different "best" number of standards for different junctures or different domains?
- Timing: What is the best time for students to complete their QATs and TGTs? For gathering evidence of student achievement and for marking student responses? For collecting and analysing data? For schools to receive feedback for use in their reporting to parents/carers? For schools to reflect on the implications of the data?
- Others as they declare themselves ...

²⁰ These were schools that indicated an interest in the project after attending forums or workshops.

Appendix I: Current arrangements and initiatives

Year	Trials, Reviews, Developments	Tests, Reports, Certificates	Moderation of school-based assessments
P	Prep. Year Trial		
1			
2		Yr 2 Net	Teacher meetings
3		Yr 3 Lit/Num Test	
		ISA ²¹	
1–3	New Basics Trial	Report on 5 Rich Tasks	Moderation (ratification)
	A&R Framework	Standards mapping	Moderation of some kind
4		WCT ²² : Problem-solving	
5		Yr 5 Lit/Num Test	
6		ISA	
4–6	New Basics Trial	Report on 7 Rich Tasks	Moderation (ratification)
	A&R Framework	Standards mapping	Moderation of some kind
7		Yr 7 Lit/Num Test	
8		WCT: Problem-solving	
9	Luke <i>et al.</i> Recommendation	Standardised test of multiliteracies	
	Pitman Recommendation	Yr 9 Lit/Num Test	
		PISA ²³	
7–9	New Basics Trial	Report on 8 Rich Tasks	Moderation (ratification)
	A&R Framework	Standards mapping	Moderation of some kind
10	In transition	Yr 10 Certificate	No moderation
11			Moderation (panel review)
12		QCS Test	
		Senior Certificate	Moderation (panel review)
+	ETRF		

Legend

	Currently embedded in the system
	Related to New Basics trial
	Reform agenda or silent recommendation
	Assessment & Reporting Framework

²¹ International Schools' Assessment

²² World Class Tests

²³ Programme of International Schools' Assessment (OECD)

Appendix II: Concrete example of standards descriptors

What follows is a concrete example, adapted from a standards schema used elsewhere, of verbal descriptors of overarching standards. The scene, for illustrative purposes only, is a set of six transdisciplinary areas. The descriptors are for the highest standard of performance in each area.

Transdisciplinary area	Descriptor for highest standards
Comprehend and Collect (ideas and information)	<ul style="list-style-type: none"> • comprehends facts and literal meanings over a wide range of material; • extracts information (from styles such as poetry, prose, instructional text, cartoons, diagrams, tables, graphs, symbolic text), clarifies it, transforms and elucidates it to display meaning.
Structure and Sequence (ideas and information)	<ul style="list-style-type: none"> • selects/sorts relevant, subtle and/or obscure information from a wide range of materials and then sequences it logically and organises it systematically; • discerns complex patterns and relationships from styles such as verbal, pictorial, tabular, graphical, and symbolic text.
Analyse, Assess and Conclude	<ul style="list-style-type: none"> • deduces and induces subtle causal and other relationships between factors from interrelated material; • identifies the essence and suitably evaluates the worth of multifaceted, complex arguments, verbal and mathematical; • draws conclusions through evaluation of a wide range of material thus: <ul style="list-style-type: none"> o evaluates explicit and implicit assumptions, distinguishes factors, evinces and assesses principles, predicts conclusions o considers many possibilities from a wide range of complicated material in making sound judgments.
Create and Present	<ul style="list-style-type: none"> • demonstrates a confident and flexible proficiency with written language, a skilled and effective control of structure, and a consistent ability to develop a relevant central idea clearly and sensitively • writes effectively and accurately; • produces clear, coherent and accurate information of the highest visual appeal.
Apply Techniques and Procedures	<ul style="list-style-type: none"> • determines and uses appropriate techniques for making exact and approximate calculations; • solves problems involving a number of pieces of information.
Express and Perform	<ul style="list-style-type: none"> • demonstrates a confident and flexible proficiency with oral presentations, language and performances; • acts deliberately, efficiently and with purpose and responsibility; • etc. • etc.