



Photography: Welcome to the fold

## Assessment and moderation in Prep to Year 10

The requirements for assessment and moderation are specified in the *P-12 curriculum, assessment and reporting framework*<sup>1</sup> with additional information provided below.

**Assessment** is an integral component of systematic curriculum delivery. Teachers plan and implement assessment to monitor and gather evidence of student learning and achievement against the relevant standards<sup>2</sup>. Schools use **assessment and reporting data** to provide the curriculum in a way that supports continuous improvement in student learning and achievement.

**Moderation** processes align curriculum, pedagogy, assessment and reporting; it promotes professional conversations and builds teaching expertise, provides consistency to the delivery of curriculum and assessment, and informs differentiation to meet individual student needs. Assessment and moderation is planned as part of the whole school curriculum, assessment and reporting plan and is included in each of the **three levels of planning**.

The *Assessment and Moderation Hub* provides further information for schools including examples and resources.

### Three levels of planning

Develop and maintain a whole school curriculum, assessment and reporting plan with three levels of planning: provision of whole curriculum; year and/or band plans for each learning area and/or subject; and unit plans.

The three levels of planning align vertically and horizontally; each level provides a greater degree of detail to inform teaching and learning. The school's plans for curriculum delivery is available for sharing with parents/carers, students and the wider school community.

#### Provision of whole curriculum

The **Provision of whole curriculum plan**<sup>3</sup> is the mechanism for schools to map how they will implement (teach, assess and report on) each learning area and/or subject in Prep to Year 10.

Provision of whole curriculum plan provides an overview of the:

- vision for school improvement in response to system, region and school priorities
- long-term plan for the provision of the whole curriculum across the eight learning areas and/or subjects in each year and/or band (for example, this includes decisions about whether a learning area and/or a subject-specific approach is used to implement the curriculum and whether banded learning areas will be compressed or delivered over time)
- school-based decisions about the provision of the curriculum, recorded in OneSchool in either the Primary reporting plan or the Secondary timetabling
- **whole school moderation processes** that support consistency of teacher judgments and accuracy of reported results.

**Assessment** is planned in the provision of the whole curriculum plan to be:

- proportionate to the time available
- effective in gathering evidence of student work that demonstrates the achievement standards within and across years and/or bands for each learning area and/or subject.

#### Year and/or band plans

**Year and/or band plans** are mechanisms for ensuring coverage of all aspects of the relevant achievement standards for each learning area and/or subject in Prep to Year 10.

Year and/or band plans provide an overview of the:

- curriculum for each learning area and/or subject in each year and/or band
- summative assessment that correlates to the students' assessment folios
- common summative assessment to support the **whole school moderation processes**.

**Summative assessment** is planned in the year and/or band plans to show:

- how students will have the opportunity to demonstrate all aspects of the relevant achievement standards for each learning area and/or subject in each year and/or band
- whether there are multiple opportunities to gather evidence using a range and balance of summative assessment conventions appropriate to the learning area and/or subject
- how aspects of the achievement standard being assessed will be contextualised in the summative assessments.

#### Unit plans

**Unit plans** forefront assessment and ensure that teaching and learning is provided in ways that meet the learning needs of all students for each learning area and/or subject in Prep to Year 10.

Unit plans detail:

- the curriculum, pedagogy and assessment aligned to:
  - targeted aspects of the relevant achievement standards being assessed
  - content descriptions that guide teaching and learning leading to the assessment
  - General capabilities and Cross-curriculum priorities related to the learning
- a teaching and learning sequence
- summative assessment including task and marking guide
- formative assessment including monitoring tasks and/or diagnostic tools
- *Special provisions* in the conditions of assessment that cater for students with diverse learning needs
- opportunities for **moderation** at multiple junctures
- strategies to differentiate teaching and learning
- resources that support teaching and learning
- opportunities for feedback.

**Summative assessment** is detailed in unit plans to:

- effectively gather evidence of student achievement against relevant aspects of the achievement standards and the related assessable elements
- allow students to interrelate understandings and skills and demonstrate a range of performance (using the appropriate five-point scale) against relevant aspects of the achievement standard.

<sup>1</sup> The **bold statements** (in blue) throughout this document are the requirements from the *P-12 curriculum, assessment and reporting framework*.

<sup>2</sup> The *Australian Curriculum* has achievement standards for each learning area and/or subject in each year or band of years. The Queensland Curriculum has standards for each key learning area.

<sup>3</sup> A requirement of Queensland state schools is to implement the *Australian Curriculum* Version 8 in Prep to Year 10 by the end of 2020. For more information about a flexible approach to implementing the *Australian Curriculum* and recommended time allocations see *Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017*.

## Summative assessment

Summative assessment provides evidence of student learning against the relevant achievement standards for each learning area and/or subject in Prep to Year 10.

**Specify the summative assessment for each learning area and/or subject in each semester taught.**

Summative assessment is planned and described with increasing degrees of detail within the three levels planning.

Summative assessment is designed in relation to the assessable elements for the learning area and/or subject and provides opportunities for students, in the context of the task, to demonstrate:

- depth of content understandings
- sophistication of skills
- application of communication and/or practical performance skills appropriate to the audience and purpose.

Summative assessment provides opportunities for students to:

- interrelate understandings and skills derived from aspects of the achievement standard being assessed
- demonstrate a range of performance against each aspect of the achievement standard being assessed (using the appropriate five-point scale).

Tasks should cater for students with diverse learning needs by providing equitable access for all students. See *Special provisions* in the conditions of assessment.

Forefronting summative assessment as part of systematic curriculum delivery ensures the alignment of curriculum and assessment.

**Administer summative assessment, for the purposes of reporting to parents/carers, and to gather evidence against the relevant achievement standards.**

Teachers should administer summative assessment that includes a task sheet<sup>4</sup>, which specifies the assessment conventions, and a marking guide.

**Use marking guides, that use the relevant achievement standards and assessable elements, to judge the quality of the evidence of student achievement demonstrated in the assessment.**

Teachers create marking guides for each summative assessment.

The relevant achievement standard provides a fixed reference point for describing expectations about the quality of student work at the 'C' standard.

Marking guides:

- provide a way of describing student achievement with reference to the relevant achievement standards
- are an accountability mechanism for teachers to make on-balance judgments about the quality of evidence in a student response to a summative assessment task
- make transparent how judgments are made about the quality of the evidence demonstrated in the student response to a summative assessment task
- are used to provide feedback specific to the individual student focused on the quality of their performance; and to inform teaching and learning
- support whole school moderation processes to align curriculum, pedagogy, assessment and reporting.

Marking guides are **contextualised** to the task and specify:

- a **purpose statement** that describes the focus of the assessment in relation to aspects of the achievement standard being assessed (it foregrounds the relative significance of each assessable element being assessed)
- **assessable elements** that group the valued understandings and skills described in the relevant achievement standards
- **task-specific standard descriptors** that describe the range of performances (using a five-point scale) against the aspects of the achievement standard and related assessable elements being assessed
- the **appropriate five-point scale** that is used to award a level of achievement for the student response that contributes to the student's assessment folio.

**Maintain an assessment folio for each student in each learning area and/or subject. An assessment folio contains student responses to summative assessments.**

Teachers create student assessment folios that collect evidence of student achievement, specifically summative assessment that provides evidence of student learning against the relevant achievement standard for each learning area and/or subject for reporting purposes. The folio correlates to the **year and/or band plans** and **mark books**<sup>5</sup> for each learning area and/or subject.

A student assessment folio should contain a:

- **summative assessment task** for each unit
- **student response** to each summative assessment task
- related **marking guide** for each summative assessment task with:
  - **annotations about evidence** in the student response that demonstrate aspects of the achievement standard being assessed for each assessable element
  - **on-balance teacher judgments** about student performance for each assessable element
  - an **overall level of achievement** for reporting purposes at the end of each semester.

Schools should ensure that student assessment folios are disposed of in compliance with legislation, standards, accountability, and community requirements<sup>6</sup>.

Schools should ensure that the retention schedule allows for school accountability in relation to reporting to parents/carers about student achievement against the whole achievement standard for each learning area and/or subject in each year and/or band.

For learning areas and/or subjects with banded curriculum (that is, achievement standards that cover more than one year) other processes may need to be put in place, for example, retaining folios for longer periods.

**Use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale.**

Teachers use the assessment folio to:

- track student progress in demonstrating evidence against the whole achievement standard for each learning area and/or subject in each year and/or band
- record student performance against each of the assessable elements and the overall level of achievement awarded for each summative assessment task
- make an on-balance judgment<sup>7</sup> about a student's performance against the relevant achievement standards for each learning area and/or subject in each year and/or band
- moderate at the end of the reporting period to determine the overall level of achievement in each learning area and/or subject using the appropriate five-point scale
- award an overall level of achievement for reporting purposes based on student responses to summative assessment for each learning area and/or subject at the end of each semester
- report the overall level of achievement awarded for each learning area and/or subject in each year and/or band to parents/carers at the end of each semester.

Summative assessment data is used by:

- **students and parents/carers** to monitor student performance against the relevant achievement standards for each learning area and/or subject in each year and/or band
- **teachers** as evidence to support professional conversations and moderation processes; and to identify and respond to problems of practice
- **schools**, as part of the *School Improvement Model*, to triangulate against other informing evidence; and to identify strengths and weaknesses in systematic curriculum delivery and set improvement goals.

<sup>4</sup> Summative assessment task information should be provided to students in age-appropriate ways.

<sup>5</sup> Mark books include OneSchool mark books or mark books in other formats. These may be used by teachers to record student summative assessment levels of achievement.

<sup>6</sup> For more information about record keeping, including retention and disposal of records, see *Records retention and disposal practices*.

<sup>7</sup> The Queensland Curriculum and Assessment Authority has developed *standards elaborations*. Queensland state schools' teachers may use the *standards elaborations* to assist in making judgments about the evidence of achievement in a folio of student work.

## Formative assessment

Formative assessment<sup>8</sup> provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. Student progress is monitored using formative assessment in Prep to Year 10 including: monitoring tasks; diagnostic tools; and standardised assessment.

### Monitoring tasks

**Administer monitoring tasks to gather information and track student progress against the relevant achievement standards.**

Teachers plan and design a range of formal and informal **monitoring tasks** in each unit to track student progress and provide the curriculum in ways that meet the needs of learners. It is incorporated as a regular part of teaching and learning.

Teachers may also use **monitoring tools** such as *Early Start* and the *P-10 Literacy Continuum* to track progress and generate purposeful data about literacy and numeracy capability in ways that support students to meet the demands of the curriculum.

Teachers provide targeted **feedback** on monitoring tasks and tools specific to the individual student. Feedback should:

- relate directly to the learning aligned to the *Australian Curriculum* learning areas and/or subjects in each year and/or band
- focus on the quality of the student response and how to improve it
- reflect the student's learning goals
- encourage self-regulation.

Monitoring task data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers record information about the administration of monitoring tasks and/ or tools, where appropriate, in unit plans as part of the three levels of planning. Results may be recorded in OneSchool.

### Diagnostic tools

**Administer diagnostic tools to gather further evidence of student learning progress and to inform teaching and learning.**

Teachers administer diagnostic tools when more detailed information is required about discrete skills that relate to learning. Diagnostic assessment data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers may record information about the administration of diagnostic tools, where appropriate, in unit plans as part of the three levels of planning. Results may be recorded in OneSchool.

### Standardised assessments

Standardised assessments measure students' understandings and skills, developed over time by teaching the curriculum, against national standards. Teachers record information about administration of standardised assessment, where appropriate, as part of the three levels of planning. Results are recorded in OneSchool.

Standardised assessment data is used by:

- **students and parents/carers** to compare performance against national benchmarks
- **teachers** to identify student performance and triangulate against assessment and reporting data
- **schools** to map student progress, identify strengths and weaknesses in systematic curriculum delivery and set improvement goals
- **school systems and governments** to support teaching and learning, and resource allocation for school improvement.

**Administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).**

National testing is conducted each year where students participate in testing under the *National Assessment Program - Literacy and Numeracy* (NAPLAN) to assess the skills of all students in Years 3, 5, 7 and 9 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

**Administer NAP sample assessments in the cyclical three-year program in Years 6 and 10, science literacy, civics and citizenship, and information and communication technology. (This applies only to those schools selected as sample schools.)**

The *NAP sample assessments* test students' skills and understanding in science literacy, civics and citizenship, and information and communication technology (ICT) literacy, developed overtime by teaching the curriculum.

## Assessment and reporting data

**Use student assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student achievement.**

Assessment and reporting data in Prep to Year 10 includes:

- the schools' long-term plan for the provision of the whole curriculum
- the plans for assessment in the three levels of planning
- formative assessment data (monitoring, diagnostic and standardised assessment)
- summative assessment data about student achievement against relevant achievement standards and related assessable elements
- reporting data against the appropriate five-point scale
- data collated using whole school moderation processes
- other local informing evidence.

Schools use this data to:

- inform teaching and learning to meet individual student needs
- quality assure assessment and moderation practices and processes in ways that support consistency of teacher judgments and accuracy of reporting against the relevant achievement standards for each learning area and/or subject in each year and/or band
- improve provision of the whole curriculum in ways that support continuous improvement in student achievement.

## Special provisions

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

All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Schools and teachers support all students 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 to curriculum delivery.

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

### Types of special provisions

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.

### Who should be considered for special provision?

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

- with educational needs arising primarily from socio-economic or cultural factors
- with disability such as those of a sensory, motor and/or neurological nature
- for whom English is an Additional Language or Dialect (EAL/D)
- who are gifted or talented
- with short-term impairments such as glandular fever or fractured limbs.

<sup>8</sup> Processes for collating and maintaining evidence about student progress on formative assessment is a school-based decision. Student performance on formative assessment is not contained in the student's summative assessment folios; therefore it is not used in reporting overall levels of achievement for each learning area and/or subject at the end of each semester.

## Moderation

Whole school moderation processes refer to professional conversations and a series of activities that ensure:

- consistency of judgments about student achievement on individual summative assessment tasks against aspects of the relevant achievement standards
- accuracy of judgments about overall levels of achievement (using student assessment folios) for reporting against the relevant achievement standards at the end of each semester.

Before undertaking moderation processes, schools should develop a shared understanding of how these processes are embedded in systematic curriculum delivery and:

- the assessment literacy of all stakeholders
- a deep knowledge of the relevant achievement standards, assessable elements, and the features and design of quality summative assessment and related marking guides
- the role of common summative assessment.

The [Assessment and Moderation Hub](#) provides further information about a whole school approach to moderation including examples and resources.

### Develop and maintain a whole school approach to moderation.

A whole school approach to moderation ideally:

- underpins systematic curriculum delivery and is conducted at multiple junctures throughout the teaching and learning cycle
- is reflected in the three levels of planning and is adopted as a common approach across the school
- responds to assessment and reporting data<sup>9</sup>.

Moderation should occur:

- before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning
- after assessment takes place, but before it is graded
- after assessment is graded
- at the end of the reporting period using assessment folios.

### Use moderation to align curriculum, pedagogy, assessment and reporting — before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning.

Moderation is iterative and cyclical, and supports the alignment between curriculum, pedagogy, assessment and reporting.

Moderation requires the forefronting of assessment in curriculum planning and supports schools to align:

- what is being assessed
- what and how the teacher is teaching and the student is learning
- what is reported at the end of each semester for each learning area and/or subject in each year and/or band.

Schools also use moderation processes to:

- understand the relevant achievement standards for each learning area and/or subject in each year and/or band
- inform teaching and learning, and the design of summative assessment
- achieve proactive and consistent teacher judgments, rather than retrospective judgments
- enhance student, parent/carer and community confidence in teacher judgments.

Data collected using whole school moderation processes may be about strengths and areas for improvement in:

- teaching and learning common to groups or cohorts of students
- the provision of the curriculum and/or certain design features of summative assessment in the three levels of planning.

### Use moderation processes to support consistency of teacher judgments against the relevant achievement standards — after assessment takes place, before it is graded, and after it is graded.

Moderation processes supports confidence in teachers' ability to make consistent and valid standards-based judgments about the quality of student responses to summative assessment and assessment folios.

Consistent and valid teacher judgments about the quality of student responses to summative assessment and work contained in assessment folios in Prep to Year 10 relies on:

- standards
- evidence
- consensus.

### Standards — use achievement standards to ensure consistent and valid teacher judgments

The [Australian Curriculum](#) provides achievement standards, a fixed reference point for describing the expectations about the quality of student work at the 'C' standard for each learning area and/or subject in each year and/or band.

Consistent and valid teacher judgments relies on all teachers making judgments and determining overall levels of achievement for student work against the *Australian Curriculum* achievement standards.

### Evidence — gather evidence of student learning against the relevant achievement standards to ensure consistent and valid teacher judgments

The **evidence** of learning is found in student responses to summative assessment in each learning area and/or subject in each year and/or band contained in student assessment folios.

A consistent and valid judgment about the evidence relies on:

- quality summative assessment tasks that allow students to demonstrate their depth of understanding, sophistication of skills, and application of communication and/or practical performance skills against aspects of the achievement standard being assessed
- marking guides that describe expectations about student achievement against the relevant aspects of the achievement standard being assessed and the related assessable elements
- a common approach for matching evidence in student responses to the summative assessment task and/or the student assessment folio against the relevant achievement standards to award an overall level of achievement.

### Consensus — reach consensus to ensure consistent and valid teacher judgments

Teachers reach **consensus** (agreement) about the quality of evidence demonstrated in student responses to summative assessment and the quality of work contained in student assessment folios.

To reach consensus, teachers should engage in moderation processes including a range of calibration and confirmation activities.

### Use moderation processes to support accuracy of reported results against the relevant achievement standards — at the end of the reporting period using assessment folios.

Moderation processes support confidence in the accuracy of reported results against the relevant achievement standards for each learning area and/or subject in each year and/or band.

Accuracy of reported results against the relevant achievement standards in Prep to Year 10 relies on:

- schools implementing (teaching, assessing, and reporting on) the whole *Australian Curriculum* using a learning area and/or subject-specific approach in each year and/or band
- teachers making consistent and valid judgments for reporting overall levels of achievement at the end of each semester for each learning area and/or subject in each year and/or band.

Moderation processes carried out across the whole school and at various junctures ensures reliability of reported results.

<sup>9</sup> Schools use assessment and reporting data to determine whether moderation processes should focus on curriculum delivery for a particular learning area and/or subject or particular groups or cohorts of students in each semester and/or year.