



ETAQ Quality assessment intensive
English 2019 Formative units

  Queensland Curriculum & Assessment Authority

For all Queensland schools



Learning goals

- use the *English 2019* syllabus as a resource to inform planning
- begin to build confidence in constructing effective assessment in the formative units
- begin to build confidence in evaluating assessment for its quality

 Queensland Curriculum & Assessment Authority

Introductions — a little about you

Who has had an opportunity to read the *English 2019* syllabus?

Who has attended an *English 2019* syllabus implementation workshop?

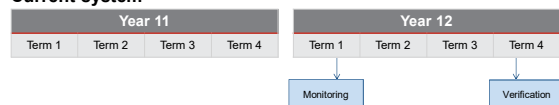
Who has attended a workshop for another subject?

Who has completed the online accreditation training modules for courses 1, 2, and/or 3?

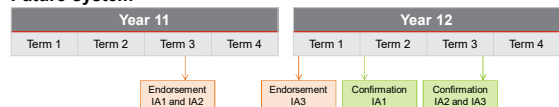
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Quality assurance

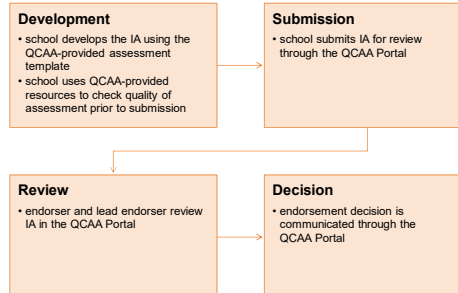
Current system



Future system



Endorsement process



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Text selection (syllabus 1.2.5)

Units 1 and 2

There are no prescribed texts for Units 1 and 2

Across Units 1 and 2, students must study at least three texts. The selection must include three of the following four categories:

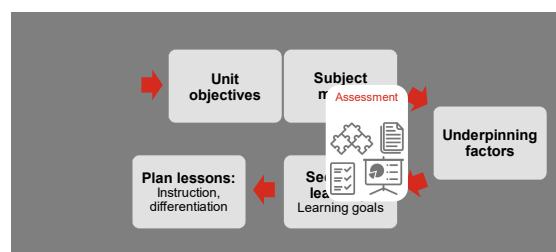
- one complete play
- one complete prose text (novel or non-fiction or a collection of short stories)
- a selection of poetry (at least five poems)
- a multimodal text (film, television program, documentary).

Unit 2 includes a focus on Australian texts.

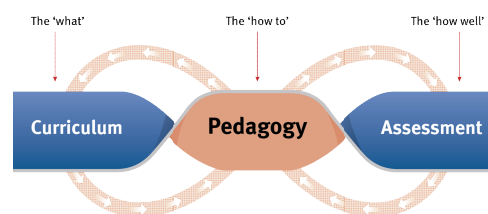
Units 1 and 2

Unit 1: Perspectives and texts	Unit 2: Texts and culture
<ul style="list-style-type: none"> • The concepts of perspectives and representations in texts are established as underpinning Units 1–4. • Students analyse how perspectives and representations of concepts, identities and/or groups are constructed in texts and create their own perspectives and representations in texts. 	<ul style="list-style-type: none"> • Students explore cultural experiences of the world in responding to and creating texts. • There is a focus on Australian texts for at least half of the unit. • Schools may focus on another cultural context for the other half of the unit.
Schools develop formative internal assessments based on the learning described in Units 1 and 2 of the syllabus.	

Unit planning — backward mapping



Teaching and learning — planning



Assessment summary

Unit 3: Textual connections	Unit 4: Close study of literary texts
Internal assessment 1 (IA1) <ul style="list-style-type: none"> • Written response for a public audience • Open conditions 	Internal assessment 3 (IA3) <ul style="list-style-type: none"> • Imaginative written response • Supervised, seen
Text requirements: two different texts, one of which must be a literary text from the <i>Prescribed text list</i>	Text requirements: one literary text from the <i>Prescribed text list</i>
Internal assessment 2 (IA2) <ul style="list-style-type: none"> • Persuasive spoken response • Open conditions 	External assessment (EA) <ul style="list-style-type: none"> • Analytical written response • Supervised
Text requirements: there is no <i>Prescribed text list</i> for this assessment instrument	Text requirement: one literary text from the <i>Prescribed text list</i>

Assessment in the formative units

Considerations:

- Schools organise Units 1 and 2 based on the unit descriptions and subject matter in the syllabus
- Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4
- Between 2 and 4 Formative internal assessments
How many?

Assessment in the formative units

Designing instrument-specific assessment:

- Assessment objectives – use the Unit 3 and 4 assessment objectives as a guide
- Are we assessing the cognition 'creating' or 'analysing' of objectives 3, 4 and 5?
- Assessment marking guides

Sample Unit 1: shaping identity

Part 1

Part 2

The concept of identity – a close study of *The Importance of Being Earnest*

Representations of identities – a critical study of media

Teaching and learning experiences

In a moment...

Work individually to:

- read through the Unit 1 plan
- select a teaching and learning experience you see as effective



With a partner:

- share your ideas



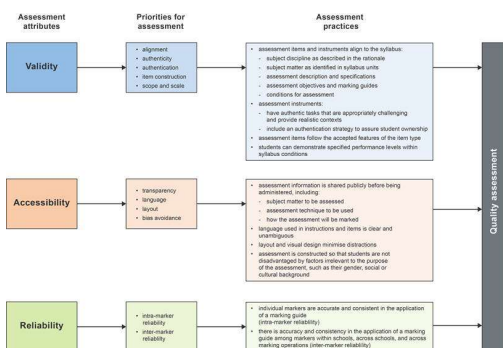
Attributes of quality assessment

Validity

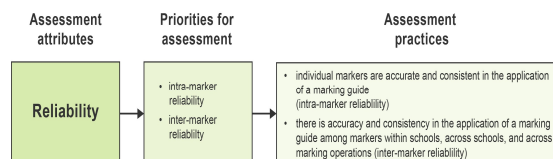
Accessibility

Reliability

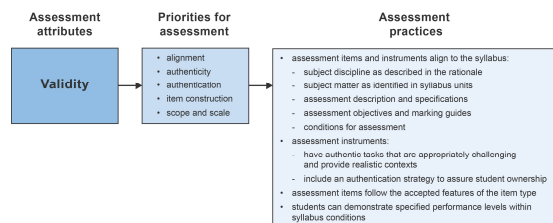
Attributes of quality assessment



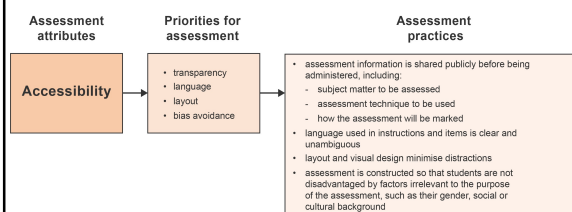
Attributes of quality assessment: reliability



Attributes of quality assessment: validity



Attributes of quality assessment: accessibility



Assessment — construction

English
Sample assessment instrument
July 2017

Summative internal assessment
Extended response — imaginative writing

Label the assessment technique clearly.

Specify the assessment objectives for the instrument, using the summative assessment objectives as a guide. 'create' or 'analyse' for objectives 3, 4 and 5.

Indicate the criteria / way the assessment will be marked.

Provide clear instructions or scaffolding if appropriate.

The conditions for the assessment are clearly stated – use the conditions for the summative internal assessments as a guide

Indicate the technique, unit and topic.

Construct a task that:

- aligns with the syllabus (objectives, text requirements, unit description)
- uses clear and accessible language for students
- has an appropriate scope and scale that provides opportunities for students to demonstrate the assessment objectives across the full range of performance levels within the given conditions.

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Sample assessment instrument
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Assessment — construction

Managing scope and scale

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Validity and accessibility

Typically when validity and accessibility are weak, the instrument either leaves out subject matter that should be assessed; assesses subject matter that should not be assessed; or both.

These errors are often referred to as:

- construct under-representation** — the instrument fails to assess the prescribed cognitions and content identified in the syllabus assessment objectives and subject matter
- construct irrelevance** — the instrument assesses a quality unrelated to the assessment objectives and subject matter (e.g. reading ability on a mathematics examination), because of inappropriate language and instructions, poor formatting and layout or bias.

Assessment — evaluating assessment

Assessment objectives	Task	Conditions
Copy and paste the aligned assessment objectives from the sample teaching, learning and assessment outline.	Describe what the students are required to do. Organise the information under appropriate headings, e.g. context, task instruction, guidance etc.	Copy the conditions for the assessment instrument from the syllabus.

In a moment, when I say go...

Evaluate the assessment for its quality. You will need:

- Assessment checklist
- Sample assessment marked 'For training purposes only'
- Write comments in the appropriate section of the Assessment checklist

Assessment checklist	Assessment objectives
1. The assessment is aligned with the syllabus objectives.	1. The assessment is aligned with the syllabus objectives.
2. The assessment is aligned with the syllabus objectives.	2. The assessment is aligned with the syllabus objectives.
3. The assessment is aligned with the syllabus objectives.	3. The assessment is aligned with the syllabus objectives.
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6. The assessment is aligned with the syllabus objectives.	6. The assessment is aligned with the syllabus objectives.
7. The assessment is aligned with the syllabus objectives.	7. The assessment is aligned with the syllabus objectives.
8. The assessment is aligned with the syllabus objectives.	8. The assessment is aligned with the syllabus objectives.
9. The assessment is aligned with the syllabus objectives.	9. The assessment is aligned with the syllabus objectives.
10. The assessment is aligned with the syllabus objectives.	10. The assessment is aligned with the syllabus objectives.



Evaluating sample assessment

Layout –
overemphasis through bolding and italics may confuse students about the task requirements

Layout –
overemphasis on the context may confuse students about the task requirements

The Importance of Being Earnest with a particular focus on the generic conventions of the play, such as the use of wit and repartee. You have considered the relevance of the play to contemporary audiences. To commemorate the 120th anniversary of the first performance of the play, you have been asked to contribute an article to the culture pages of The Guardian.

Evaluating sample assessment

Language – the language used in the Task should elicit the cognition expected in the response

Scope and scale – the task should provide opportunities for students to demonstrate the assessment objectives

Task

Write a literary article in response to the following task:
Explore identity in Oscar Wilde's *The Importance of Being Earnest*.

To complete this task, you must:

- support your perspective with reference to the play
- use your exploration to prompt readers to consider the play's context.

Evaluating sample assessment

Scaffolding – should not dictate steps to a solution

Allow students to demonstrate the assessment objectives

Allow for unique responses

Scaffolding

A literary article for an official publication should have the following characteristics:

- a lead which reveals the title of the text; the focus of the article; and the byline.
- an introduction which expands on the lead and engages the reader, for example: a first person anecdote from the writer's perspective; a quotation from the novel; reference to a recent news event that is relevant to the ideas explored in the texts being analysed
- a series of at least six paragraphs in the following order:
 - one paragraph about the way the play portrays marriage
 - one paragraph about the key aesthetic features of the play. Discuss the use of at least three features.
 - one paragraph on Wilde's comment about the hypocrisy of the upper class and its connection to identity
 - a conclusion which summarises the main focus of the article and leaves a lasting impression on the reader
 - some research may be necessary to contextualise the article, for example, about the context and/or reception of this text

Reworking the assessment

Context

In this unit, you have explored Oscar Wilde's *The Importance of Being Earnest* with a particular focus on how the concept of identity is represented through the generic conventions of the play, such as characterisation, plot, setting and stylistic devices. Additionally, you have experimented with Wilde's style by exploring features such as aestheticism, satire, pun, irony, wit and repartee. You have also considered the relevance of this play to contemporary audiences. To commemorate the 120th anniversary of the first performance of Wilde's play, you have been asked to contribute to the online culture pages of *The Guardian*.

Accessibility for students:

- Context of the unit of study and the context for the literary article's inclusion in the publication are revealed
- Emphasis on the Context is now more appropriate - removed bolding and underlining. The focus is on the Task.

Reworking assessment

In a moment ...

With an elbow partner, draft an improved version of this same task in the template provided. Focus on completing the following sections:

- Task
- 'To complete this assessment, you must...'
- Scaffolding

Consider the attributes of quality assessment, on the assessment checklist, in your instrument design.



Assessment — structuring an instrument

In a moment, on my signal...

- Discuss your reworked assessment with another pair.
- Share your improvements and validity argument.



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Summary

What have we considered today?



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Learning goals

- use the *English 2019* syllabus as a resource to inform planning
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- begin to build confidence in constructing effective assessment in the formative units

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Questions?

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Contact details

Claire Stevens

Principal Education Officer
Review and Transition Branch

Queensland Curriculum and Assessment Authority
154 Melbourne Street, South Brisbane QLD 4101
PO Box 307, Spring Hill QLD 4004

T +61 7 3120 6104

E Claire.Stevens@qcaa.qld.edu.au

W www.qcaa.qld.edu.au

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