A–Z of Senior Moderation

October 2010

Contents

Introduction

The Queensland Studies Authority (QSA) provides support for Queensland schools through syllabuses and through assessment, reporting, testing and certification services. The Queensland system of externally moderated school-based assessment is the end point in a cohesive and cumulative approach to teaching, learning and assessment.

This handbook details the operational policies, protocols, procedures and strategies that underpin externally moderated school-based assessment.

It is divided into four sections:

- **Policies** are the overarching statements that govern the approaches for achieving the moderation and quality-assurance goals.
- **Protocols** are a set of rules that govern the appropriate ways of implementing the policies.
- **Procedures** are the course of action for implementing the policies.
- **Strategies** are the particular ways in which policies, protocols and procedures are operationalised.

A rigorous quality-assurance framework ensures reliable and comparable assessment of student achievement.

The policies, protocols, procedures and strategies in this handbook replace all previous individual documents posted on the website.

This handbook is subject to periodic revision. Future editions will consider user feedback about usefulness and other approaches to organisation and indexing of documents.

1. Policies

1.1 Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects

Introduction

This policy defines the responsibilities and principles for managing the late submission and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects. It does not apply to situations where students' reasons for late submission or non-submission relate to specific educational needs. In such cases, schools should refer to moderation policy **1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects**.

In Queensland's system of externally moderated school-based assessment, schools need to have policies and practices that encourage the participation and engagement of students in their assessment programs. In all cases, schools are responsible for developing and managing these policies and practices.

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements of a syllabus for Authority and Authority-registered subjects. The mandatory requirements are stated in all syllabuses.

Late submission of student responses to an assessment instrument

This relates to students not submitting a response to an assessment instrument by the due date. The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

Non-submission of student responses to an assessment instrument

This relates to the non-submission of student responses to an assessment instrument. A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an "E" standard can not be awarded where there is no evidence for it. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards descriptors outlined in the relevant syllabus.

Principles for establishing school policies on late and non-submission of student responses to assessment instruments

A school policy should incorporate the following principles:

- Judgments of student responses to assessment instruments are made using standards associated with exit criteria.

- Procedures are enacted consistently across subjects within the school.
- In cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date.
- In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Resources

The following documents are available from the QSA website or within this manual:

- moderation policy **1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects**
- moderation strategy **4.3: Developing a school-based policy for late and non-submission of student responses to assessment instruments**
- QSA 2008, *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*, QSA Memo no 091/08, 12 November 2008, accessed Oct 2010, <www.qsa.qld.edu.au/memos/08/091-08.pdf>
- relevant QSA syllabus documents.

1.2 Special provisions for school-based assessments in Authority and Authority-registered subjects

Introduction

This policy defines the responsibilities, principles and guidelines to be applied for special provisions in school-based assessments for Authority and Authority-registered subjects. It updates and replaces, and is consistent with, the previous policy on *Special Consideration for School-based Assessments in Senior Certification* (February 2006). It specifically relates to students working towards senior certification in Authority and Authority-registered subjects.

The responsibility for making decisions about special provisions lies directly with the schools. However, this policy should serve as an appropriate guide and reference for schools in making those decisions.

"Special provisions" means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.[1] Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

The *QSA Equity Statement*[2] (August 2006) underpins all curriculum development and assessment in Queensland; it states that "all young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in the creation of a socially just, equitable and democratic global society".

This policy on special provisions should be read in conjunction with the *QSA Equity Statement* and with moderation policy **1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects**.

Scope

This policy covers only school-based assessment that is quality assured by the QSA for Authority and Authority-registered subjects.

The policy therefore does not apply to the Queensland Core Skills (QCS) Test, the Senior External Examination, the scaling for Overall Positions (OPs) and Field Positions (FPs), and the Queensland Certificate of Individual Achievement (QCIA). Separate processes and procedures apply for these.[3]

Assessment that is quality assured by other jurisdictions, such as assessment for vocational education and training within the Australian Quality Training Framework (AQTF) and approved assessment by other agencies, ia also not covered by this policy.[4]

This policy is not intended for use in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students. In these cases, schools should contact the QSA, for advice and support.

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[1] Reasonable adjustments are defined in Part 3 of the *Disability Standards for Education 2005,* accessed Oct 2010, <www.deewr.gov.au/Schooling/Programs/Pages/disabilitystandardsforeducation.aspx>

[2] QSA 2006, *QSA Equity Statement*, accessed Oct 2010, <www.qsa.qld.edu.au/10188.html>

[3] The relevant policies and procedures are detailed on the QSA website <www.qsa.qld.edu.au>

[4] See the Reasonable Adjustments in the 2007 *AQTF Standards*,<www.training.com.au/aqtf2007>

Specific educational needs

Special provisions may be particularly relevant for students with specific educational needs. These needs must be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Students with specific educational needs include but are not limited to:

- students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature[5]

- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
  - of Aboriginal and/or Torres Strait Islander backgrounds
  - with language backgrounds other than English
  - who are migrants or refugees
  - from rural and remote locations
  - in low socioeconomic circumstances

- students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs (e.g. students who have short-term impairments such as glandular fever, fractured limbs, etc.)

- students with identifiably different patterns of educational development and orientation, influenced by factors such as:
  - gender, for example, the inclusion of learning resources relevant to both females and males
  - special talents (including giftedness), with opportunities for extension programs to be experienced
  - life circumstances that may impact on a student's opportunity to engage in learning and be assessed fairly.

Responsibilities

Under the Australian Government's Disability Standards for Education 2005, schools are responsible for making special provisions in school-based assessments. The QSA strongly recommends that schools become familiar with these standards. Each school is responsible for designing the assessment program within the requirements of the relevant syllabus or study area specification, as well as meeting the quality assurance processes for Authority and Authority-registered subjects[6]. However, the QSA may provide advice on special provisions to schools, based on the principles outlined in this policy and the QSA's *Equity Statement*.

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[5] Disability is used here as an inclusive term, covering impairments, activity limitations and participation restrictions. The World Health Organization defines an impairment as a problem in body function or structure; an activity limitation as a difficulty encountered by an individual in executing a task or action; and a participation restriction as a problem experienced by an individual while involved in life situations. See the WHO website, accessed Oct 2010, <http://www.who.int/topics/disabilities/en>.

[6] See also the section on educational equity in QSA senior syllabuses and study area specifications.

Principles

- Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

- Schools must strive to identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. To do this, they must plan to ensure that specific educational needs are recognised and reasonable adjustments made to accommodate students. Schools must also take reasonable measures to assess students with specific educational needs so that they can participate in Authority and Authority-registered subjects on the same basis as other students.

- Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements.

- Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study[7]. Special provisions do not involve compensating for what the student does not know or cannot do.

- The school must consult and involve the student (and, where appropriate, the student's parents/carers or associates and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student's specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students.

Guidelines

Each case must be considered on an individual basis and decisions reached through consultation.

The principal and teachers of the school, with the advice and assistance of the QSA (if required), should:

- consult with the student and the student's parents/carers or associates regarding any preferred adjustments, any adjustments that have been provided previously and any recommended or alternative adjustments

- take into account the nature of a student's disability or the reason for the student's specific educational needs

- consider the effects of the adjustment on the student, including the effect on the student's ability to achieve the learning outcomes and to participate in courses of study, and the effect on their independence

- identify assessment instruments that may require reasonable adjustment for students with specific educational needs

- seek advice from other relevant personnel if considered necessary

- make decisions about the nature and appropriateness of the adjustments. This may include considering the costs and benefits of making the adjustment

- assess whether changes are needed to the adjustment over the period of a student's education in order to allow for the changing needs of the student over time.

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[7] *Federalist Paper 2: The Future of Schooling in Australia* (Council for the Australian Federation, 2007) refers to "a commitment to rigorous curriculum standards" and clause 3.4(3) of the Australian Government *Disability Standards for Education 2005* states that a school is entitled to maintain the academic requirements of the course or program and other requirements or components that are inherent in or essential to its nature.

Students with specific educational needs often require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way a student presents evidence of their knowledge and skills may have to be adapted.

When making these adjustments, the principles and practices for high quality assessment should apply at all times.[8]

The school should ensure that the steps taken to identify and implement special provisions maintain respect for the dignity, privacy and confidentiality of the student, their parents/carers and associates.

Reasonable educational adjustments

These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study.

Examples of reasonable adjustments include, but are not limited to:

- permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments

- allowing the use of specialised equipment to accommodate a student's disability (e.g. keyboarding rather than handwriting)

- providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write

- providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills

- allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills

- giving Aboriginal and Torres Strait Islander, migrant and refugee students the opportunity to present their cultural experiences in responses to assessment items (e.g. providing an alternative essay question, in consultation with the students, that allows them to demonstrate their knowledge and skills in the subject by applying it to their own cultural context).

Exemption (allowing non-completion of some particular piece of assessment)

An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification. Exemptions should not be a substitute for schools making efforts to remove barriers to a student's

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[8] See Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2010, <www.acaca.org.au/pdf/guidelines.pdf>

access to learning and assessment opportunities. Exemption is not an option where reasonable adjustment is appropriate.

Quality assurance processes

Folios of students who have been given special provisions do not generally need to be submitted for review for the purposes of quality assurance of Authority and Authority-registered subjects. The exceptions are when these students are part of small groups for which all folios are submitted or when a particular sample student folio is required. In these cases a brief supporting statement describing the nature of reasonable adjustments can be attached to the folio to help the review panel provide appropriate advice.

1.3 Using standards to make judgments about student achievement in Authority and Authority-registered subjects

Introduction

Assessment is the purposeful, systematic and ongoing collection of information about student learning.

In QSA syllabuses and guidelines P–12, assessment is an integral part of the teaching and learning process and is based on:

- school-based assessment
- alignment of teaching, learning, assessment and reporting
- standards-based assessment
- consistency of teacher judgment.

This policy explains how standards are used to make judgments about student responses to assessment instruments and decisions about levels of achievement in Authority and Authority-registered subjects.

It makes clear that assessment approaches which do not consider the standards achieved in each of the dimensions across the range of assessment instruments when arriving at a level of achievement do not validly or reliably assess student achievement.

School-based assessment

In 1972, a system of externally moderated school-based assessment was introduced in Queensland to replace external examinations at the end of Year 12. The shift to school-based curriculum development and assessment distributed the responsibility for quality assurance to the system as a whole.

Queensland teachers use the processes and requirements outlined in the syllabuses and guidelines to design continuous school-based assessment programs and make judgments about standards achieved by their students, including summative judgments for reporting purposes. They do this in partnership with the QSA, the independent statutory body of the Queensland Government responsible for managing Queensland's system of externally moderated school-based assessment and senior secondary certification.

Alignment of teaching, learning, assessment and reporting

Research shows that quality learning outcomes for students are best produced when what is taught informs what is assessed, and when what is assessed forms the basis of what is reported.

QSA syllabuses are based on the principles of informed prescription and informed professionalism. The syllabuses prescribe the expected content and achievement standards. Within these parameters, teachers make informed professional judgments about how to shape the curriculum to best meet the needs of their students.

Each senior syllabus establishes the alignment of teaching, learning, assessment and reporting through:

- general objectives that state what students should achieve by the end of the course of study. The general objectives are grouped by dimensions which are the most important characteristics of the subject
- exit standards described for each dimension. The standards state how well students have achieved the general objectives

- subject matter that should be taught to students, including core and mandatory requirements
- assessment requirements and advice for achieving the general objectives and demonstrating exit standards.

Queensland teachers use the syllabuses to develop school-based curriculum and assessment programs.

Standards-based assessment in Years 11–12

QSA senior syllabuses require that the judgments about the quality of student achievements are made using pre-stated standards that describe how well students have achieved the general objectives in syllabuses.

The standards are developed from student work and describe the characteristics of student work. In QSA senior syllabuses the exit standards:

- state what students are expected to know and be able to do for each exit level of achievement
- describe the qualities that teachers should look for in student responses and use to make judgments about each exit level of achievement
- provide a meaningful way for teachers to report on student learning and achievement to parents and carers
- provide students with guidance for their learning and allow them to monitor their progress
- provide transparency so that students, parents and carers understand how teacher judgments are made.

The system of standards-based assessment recognises the key role of classroom teachers to make professional judgments about student responses to assessment instruments and decisions about levels of achievement.

Teachers, informed by the syllabus principles of exit assessment and using evidence collected over time across a range of techniques and contexts, are best placed to make judgments about students' levels of achievement.

Making judgments about student achievement

Informed teacher judgment is at the heart of good assessment practice. Teachers collect evidence about student achievement as part of the teaching, learning and approved assessment program. They use this evidence to make:

- judgments about the match between the qualities in the student response and the standards descriptors in the syllabus
- decisions about on-balance achievement across a folio of responses.

Making judgments about student responses to assessment instruments

Teachers make judgments about student achievement by matching student responses to assessment instruments to the exit standards in the syllabus.

To ensure consistency, objectivity and transparency about the judgments of student achievement, within and across schools, teachers:

- select the general objectives to be assessed
- design assessment instruments to allow students to demonstrate the range of the relevant standards
- develop instrument-specific criteria sheets as a tool for making judgments about the quality of students' responses to assessment instruments

- provide students with criteria sheets for the assessment instruments.

Where students undertake assessment in a group or team, assessment instruments must be developed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Recording student achievement

Teachers record their judgments about the standards achieved on assessment instruments. In matching the standards in student work, teachers can use numbers, letters or other symbols as a means of recording judgments at points in time but **all** must clearly show the match between the standards descriptors in the syllabus and the students' responses.

Teacher judgments made using numbers, letters or other symbols must **explicitly** identify the standards demonstrated and how the qualities in the student responses match the standards described in the syllabus.

This is outlined in Sadler (1987) who has extended his seminal work on the limitations of using marks as standards in a criteria-based assessment system to their use in higher education. According to Sadler (2005), higher education institutions have become increasingly committed to making assessment and grading more effective in promoting student learning. Furthermore, he states "For standards to function properly they need to be established, and made accessible (1) to students, before and during the course, (2) to the ... teacher or assessor, so that the students' work can be appraised within that framework, and (3) to the panels that review grade distributions" (2005, p. 190).

Similarly, in senior secondary education, to justify the judgments, what is expected and how the judgments are made must be clear to students, parents/carers and other teachers on review panels.

Making decisions about levels of achievement

When students exit the course of study the teacher makes decisions about levels of achievement. To make these decisions, the teacher reviews students' folios which contain responses to a range of assessment instruments and conditions administered over the course of study to consider the standards achieved in each dimension.

The teacher then determines the levels of achievement in accordance with the requirements set out in the syllabus. Simply adding up marks to arrive at a level of achievement, does not allow for consideration of the standards achieved in each of the dimensions across the range of assessment instruments.

Consistent and comparable application of the standards

Making consistent and comparable judgments about students' achievements within and between schools occurs when teachers engage in professional dialogue to discuss and evaluate judgments based on the match between the syllabus standards and the qualities in student work. The exit standards in the syllabus provide a common language for this dialogue within and across schools.

Building school-level consistency and comparability

Teachers in schools discuss and analyse the match between syllabus standards and student work to ensure consistency of application of standards and comparability of judgments about standards achieved by students in different classes. They review student folios to ensure:

- an appropriate match of student achievement with the exit standards descriptors
- judgments match the syllabus requirements for making exit level of achievement decisions.

Building system-level consistency and comparability: external moderation of Authority subjects

Teachers choose sample student folios to demonstrate how the school has matched student achievement with the relevant syllabus exit standards.

The sample folios are submitted to QSA review panels at monitoring and verification. Student profiles on their own are not enough to support judgments made by the school — review folios of student work are required. The review panels look for evidence in the sample folios that supports:

- school judgments about standards
- school decisions about levels of achievement.

Review panels provide advice and recommendations to schools about the:

- coverage of the mandatory aspects of the syllabus
- effectiveness of assessment in allowing students opportunities to demonstrate the achievement of the general objectives and the range of standards
- use of standards to make judgments and decisions about levels of achievement.

Building system-level consistency: quality assurance of Authority-registered subjects

Achievement in Authority-registered subjects is quality assured through a combination of internal reviews, moderation meetings and QSA-conducted external reviews. As is the case with Authority subjects, central to this process are the folios of student work which contain the evidence upon which judgments are made matched against the Authority-registered syllabus standards.

Resources

This policy should be read in conjunction with:

- QSA 2009, *Learning P-12*, accessed Oct 2010, <www.qsa.qld.edu.au/8725.html>
- QSA 2009, *P-12 Assessment Policy*, accessed Oct 2010, <www.qsa.qld.edu.au/10213.html>
- the assessment section in QSA syllabuses.
- In addition the following research papers are recommended:
- Matters G. 2006, "Assessment approaches in Queensland senior science syllabuses", accessed Oct 2010, <www.qsa.qld.edu.au/3514.html> scroll to "Expert report on senior science syllabuses", Australian Council for Educational Research (ACER)
- Masters, G. N. & McBryde, B. 1994, "An investigation of the comparability of teachers' assessment of student folios", accessed Oct 2010, <www.qsa.qld.edu.au/3523.html> scroll to "Evaluation of materials", Queensland Tertiary Procedures Authority (TEPA)
- Queensland Board of Secondary School Studies (QBSSS) 2001, *Review of school-based assessment (ROBSA) — Discussion papers (1-21)*, accessed Oct 2010, <www.qsa.qld.edu.au/3520.html >
  - Sadler R. 1986, "The case for explicitly stated standards: Discussion paper 2"
  - Sadler R. 1986, "A standards schema: Discussion Paper 3"
  - Sadler R. 1986, "Subjectivity, objectivity, and teachers' quantitative judgments: Discussion Paper 5"
  - Sadler R. 1987, "The place of numerical marks in criteria-based assessment: Discussion Paper 21"
- Sadler R. 2005, "Interpretations of criteria-based assessment and grading in higher education", *Assessment & Evaluation in Higher Education*, Vol. 30, No. 2, pp. 175–194.

2. Protocols

2.1 Appropriate material for submissions of student work

Purpose

The QSA is committed to creating and maintaining a work environment that is free from material that is intended to offend, humiliate or intimidate, or where a reasonable person would have anticipated the possibility of offence, humiliation or intimidation. This policy applies to all employees working for, or on behalf of, the QSA.

Scope

This information is intended for use by schools when determining the suitability of materials to be sent to the QSA as part of a moderation submission at monitoring, verification, comparability and/or exit.

Principles

- School principals:
  - determine the appropriateness of particular topics and areas of study for their students
  - ensure that work submitted for moderation of school-based assessment is consistent with general community standards.
- Teachers have a vital role in notifying the principal about the nature and content of student material from an early stage.

  Panellists should not encounter works or performances that the general adult community would find offensive and disturbing or that may cause distress.
- Review panel chairs refer student responses containing offensive or objectionable material to the Office of the QSA.

Guidelines

When selecting student material for moderation submissions, principals and teachers need to be mindful of certain principles:

- minors should be protected from material likely to harm or disturb them
- everyone should be protected from exposure to unsolicited material that they find offensive
- community concerns need to be considered regarding depictions that condone or incite violence, or that portray a person in a demeaning manner.

Principals and teachers should monitor works considered for inclusion in submissions for:

- offensive language, that is, language likely to cause outrage or disgust
- violence, either real or perceived
- references to the use of illegal drugs
- sexual references or nudity
- inappropriate themes.

2.2 Atypical sample folios

Purpose

Schools must make defensible and supportable decisions about the exit level of achievement of all students undertaking Authority and Authority-registered subjects. Decisions about students' exit levels of achievement, in atypical folios, must be made with regard to the mandatory requirements of a syllabus for Authority and Authority-registered subjects. The procedures for dealing with atypical folios are explained in this protocol.

Resources

This protocol should be read in conjunction with moderation strategy **4.1: Atypical sample folios**.

Scope

This protocol provides information to schools and review panels about dealing with atypical folios. A folio of work may be considered atypical because the folio:

- represents the work of a student who has exited the course after one, two or three semesters
- does not meet syllabus verification folio requirements and represents the work of a student who has not exited the course but will complete four semesters
- does not meet syllabus requirements for coverage of mandatory aspects.

Principles

Schools make decisions about exit levels of achievement and the number of semesters of credit granted for a level of achievement in the subject::

- based on the stage of the course reached, using the exit standards descriptors as a guide and considering the opportunities presented to a student up to that stage
- in cases of late submission of student responses to assessment instruments, on evidence available on or before the due date
- ensuring that where there is non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Review panels look for evidence to support school judgments:

- based on all information available at the time the student exited the course
- taking into account the stage of the course reached, using the exit standards descriptors as a guide and considering the opportunities presented to a student up to that stage.

Guidelines

Atypical sample folios may form part of a school's submission in a moderation process when:

- a school is required to submit all student folios in a small group
- a school has no typical sample that would demonstrate a required mid or threshold level of achievement and it is a folio required as part of the sampling pattern
- the folio is that of the top student in the school's cohort.

Procedures for schools

Schools should:

- make defensible and supportable decisions about semesters of credit and judgments about interim or exit levels of achievements of individual students
- note the basis of their decision about the exit or interim level of achievement and include this information with the submission, to facilitate the process of review.

Procedures for review panels

Review panels should:

- look for evidence to support school judgments based on all information available at the time the student exited the course
- take into account the stage of the course reached, using the exit standards descriptors as a guide
- consider the opportunities presented to a student up to that stage. It is unlikely that the student would have been given opportunities to demonstrate all aspects of the exit standards descriptors to the same depth or degree as a student who has studied four semesters
- support school level of achievement decisions when there is, relative to the stage of the course, evidence of:
  - coverage of the syllabus dimensions
  - the match of the qualities of student work with the syllabus standards
- provide clear citable evidence, relative to the syllabus standards descriptors and requirements, if evidence cannot be found to support school decisions.

If evidence cannot be found to support school decisions, the review panel chair should complete the Form R6 by:

- signing and initialling in the appropriate places
- not placing the sample folio in the agreed column
- not filling out the numbers in the Agreed Verification Proposal for the particular level/s of achievement.

2.3 Developing work program requirements and work program review checklist

Purpose

A work program is the school's plan of how the course will be delivered and assessed based on the school's interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

School's work programs must meet all syllabus requirements and must show that there will be sufficient scope and depth of student learning to allow for the demonstration of the syllabus general objectives and the exit standards.

Resources

This protocol should be read in conjunction with moderation strategy **4.4: Developing work program requirements and work program review checklist (in draft)**.

Scope

This protocol describes the principles that inform the development of work program requirements and work program review checklist by the Quality Assurance Unit.

Principles

Quality Assurance Officers are responsible for the development of the work program requirements and work program review checklist that:

- clearly outline what schools need to do in order to document how they implement a syllabus
- guide schools in the writing of work programs to meet syllabus requirements
- work program requirements are developed in consultation with the State Review Panel
- are available on the QSA website
- may be periodically updated

Guidelines

Work program requirements and work program review checklist include three sections:

- Course organisation
- Outline of intended student learning
- Assessment plan.

2.4   Comparability

Purpose

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across Queensland. That is, that judgments made in schools across the state match the syllabus descriptors of standards.

Scope

This protocol outlines principles and guidelines that inform the procedures followed by state review panels and officers of the Quality Assurance Unit for the conduct of annual comparability meetings for Authority subjects.

Principles

- District review panels agree with the school judgments concerning the interim levels of achievement awarded in verification submissions used as district samples.
- State review panels match the verified levels of achievement in the district samples to the syllabus requirements and provide advice to the Queensland Studies Authority.

Guidelines

State review panels:

- view folios from all the district samples
- reach decisions about the comparability of interim levels of achievement
- provide advice to district review panels about their judgments
- provide advice to the Manager, Quality Assurance Unit, about comparability.

State review panels do not:

- conduct verification reviews of the sample submissions
- necessarily review every folio provided
- allow considerations of unresolved district submissions to compromise the comparability process
- contact schools or district review panel chairs about comparability.

The Quality Assurance Unit:

- provides the model, framework and forms for comparability procedures
- provides support to the state review panel chairs.

Officers of the Quality Assurance Unit:

- provide moderation advice within the comparability framework
- facilitate the process of comparability to ensure consistent use of the model.

2.5   Consultation and negotiation

Purpose

At various key junctures of the moderation process officers of the Quality Assurance Unit, including review panel chairs, may find themselves consulting and negotiating with schools. When consulting, the goal is to clarify understanding. When negotiating, the goal is to reach a shared position.

Scope

This protocol describes the practice of Quality Assurance officers when consulting and negotiating with schools at times of work program approval, Monitoring, Verification and Confirmation.

Principles

- Consultation precedes negotiation.
- Mutually respectful discussions are evidence based and conducted in a timely manner.
- All outcomes are consistent with QSA syllabus documents, policies and procedures.
- Consulting and negotiating may take many forms, including written, phone or face-to-face.

Guidelines

Participants are advised to:

- establish a common ground and baseline for discussion; clarify and explore the other person's needs and concerns
- look for issues central to the concern, avoiding peripheral difficulties
- identify the non-negotiables for all involved
- focus on evidence; not on perceptions or intentions
- commit to a win–win solution; create partners, not opponents
- make clear agreements; at the end of each discussion restate your understanding
- negotiate, not compromise

by:

- using active listening skills; listen and say nothing at the beginning of the conversation, give the other person room to explain and discharge emotions, respect the other person's point of view
- managing emotions; ask questions that shift the focus from anger to exploring issues
- "being hard on the problem and soft on the person"; focus on the issue not the person, no attacking or blaming
- being willing to "agree to disagree"; however, all outcomes must be consistent, and comply, with QSA syllabus documents, policies and procedures
- making future actions the focus of the discussions rather than dissecting the past and laying blame.

2.6   External review of Authority-registered subjects

Purpose

An external review is conducted in order to gather evidence to determine whether the school's processes for the management of quality assurance conform to the *Requirements for the quality assurance of student achievement*[9]. External reviews support schools in meeting the quality assurance requirements.

Scope

This protocol describes the processes that schools and the Quality Assurance (QA) unit will follow to complete the external review for Authority-registered subjects. It also describes the parameters of the external review.

The parameters are:

- Requirement 1: Partnership with the QSA
- Requirement 2: Regulation of student achievement
- Requirement 3: Control of nonconformance through continual improvement.

The external review will seek evidence that these requirements have been met in the following areas of learning:

- Study Area Specifications (SAS)

    Approach B and Approach C

- The Short Courses

    Strand 1: Literacy, Strand 2: Numeracy

- Achievement in a single semester of a course to meet Literacy and/or Numeracy requirements for the QCE from the following subjects:

    English, English Communication, English for ESL Learners, English Extension, Mathematics A, Mathematics B, Mathematics C, Prevocational Mathematics.

Principles

There are two modes of external review:

- **school-based review** — an officer of the QA unit visits the school
- **QSA-based review** — the school submits materials to the QA unit for review.

The mode of the external review is determined by the QA officer and is based on available resources. Schools will be formally notified in writing whether they are to participate in a school-based or QSA-based external review.

School personnel, drawn from those listed below, assist the QA officer to carry out the external review:

- teacher(s) of the Authority-registered subjects offered by the school
- head/s of department/subject area coordinator/s
- school moderator or their nominee/s.

Schools will be:

- notified in writing at least 15 working days before an external review is to occur
- notified in writing whether the external review will be school-based or QSA-based

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[9] As set out in the QSA handbook: *The Quality Assurance of Authority-registered Subjects*, QSA 2008, accessed Oct 2010, <www.qsa.qld.edu.au/10774.html>

- notified in writing of any special areas of interest for that particular external review (these areas of interest may be identified as a result of advice from moderation meetings)
- externally reviewed at least twice in a six-year cycle, where the school has one or more approved study plans, or awarded a notional Sound Achievement in Literacy and/or Numeracy for the purpose of the QCE
- given clear indication of any nonconforming aspects of the processes identified during the external review
- offered guidance to address any nonconforming aspects identified during the external review.

Guidelines

The external review is:

- carried out by an officer of QSA
- based on the advice from moderation meetings and internal reviews
- focused on the aspects of the *Requirements for the quality assurance of student achievement* that the school has implemented, for example:
  - SAS subjects (Approach B and Approach C)
  - Short Courses in Literacy and Numeracy
  - achievement in a single semester of a course to meet Literacy and/or Numeracy requirements for the QCE.

Responsibilities

The QSA will:

- outline the procedures for carrying out an external review of the school
- provide external review notes
- conduct an external review of schools offering any SAS twice in a six-year cycle
- provide schools with timely notification of when an external review is to occur
- assign a QA officer to carry out the external review of the school
- provide the school with a written external review report
- guide the school to manage areas to achieve conformance, if required.

Schools being externally reviewed will:

- meet/liaise with the QA officer/s prior to the external review
- allow access to school personnel and documents
- provide evidence to the QA officer of the school's conformance with external review requirements
- meet/liaise with the QA officer to discuss feedback on the external review
- implement an action plan to address nonconformance, if required.

Procedures for schools when nonconformance is identified during external review

- Schools are given advice on achieving conformance.
- Schools will address the issues identified and provide evidence of the achievement of conformance through the school's annual internal review process and the next scheduled external review.

Figure 1: The external review process

```
┌─────────────────────────────┐
│   QSA notifies school of    │
│      external review        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   External review conducted │
│     • school-based          │
│     • QSA-based             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    External review report   │
│        sent to school       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Feedback/discussion with  │
│   QA officer regarding issues│
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   School develops strategies│
│        to deal with         │
│    nonconformance issues    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     School conducts         │
│   annual internal review    │
│  to review current practice │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  School retains evidence of │
│  processes undertaken for   │
│    next external review     │
└─────────────────────────────┘
```

2.7   Form R2 advice

Purpose

A work program is the school's interpretation of the syllabus, setting out how the school intends to implement the syllabus. The work program caters for the special characteristics of the school and its students. The school's work program must meet all syllabus requirements and indicate that there will be sufficient scope and depth of student learning to reflect the general objectives and allow students opportunities to demonstrate the exit criteria and standards.

Scope

This protocol applies to the written comments and recommendations provided by review panels to schools, on the Form R2 Work program advice to schools.

Principles

- The Form R2 is completed according to work program requirements
- Recommendation for approval is based on meeting work program requirements
- Review panel chairs provide advice on behalf of the review panel
- Advice is clear, concise, constructive, factual, respectful and relevant
- Advice for action to be taken for work program approval is based on work program requirements and the intent of the syllabus

Guidelines

Advice about work program approval should:
- focus on work program requirements
- be clear about whether the work program can be approved.

Where a work program is not recommended for approval, comments should address:
- course organisation
- intended student learning
- assessment.

2.8   Form R3 advice

Purpose

Monitoring is the process by which review panels consider the school's implementation of a course and the standards of assessment in Authority subjects after approximately half of the course of study has been completed.

The Form R3 is the official document that a review panel uses to provide advice to schools following the monitoring meetings. It is the record of written communications from the QSA to the school regarding the implementation of the course as evidenced by the quality of the school's assessment decisions. It is important that advice offered by the review panel adheres to certain principles and guidelines.

Scope

This protocol describes the nature of written advice given to schools by review panels about the Form R3 at monitoring.

Principles

- Review panel chairs provide written advice on behalf of review panels.
- Written advice concerns the school's implementation of the syllabus as demonstrated by the assessment evidence provided in the submission.
- Written advice is clear, concise, constructive, factual, respectful and relevant.
- All review panel advice should be couched in formal terms in the spirit of cooperation and professional respect.
- Advice on evidence found is point-in-time and does not pre-empt or assume future events.

Guidelines

To provide this advice to schools, the monitoring review asks panellists to consider, at this stage of the course:

- the effectiveness of assessment instrument design — whether assessment instruments offer students opportunities to demonstrate the syllabus criteria and standards
- evidence in sample folios of the school's capacity to match qualities of student work with the appropriate standards descriptors
- the school's assessment decisions about the application of standards and interim levels of achievement.

2.9 Form R6 advice

Purpose

The Form R6 is the official document that records the history of the written communication between the school and the QSA concerning the verification and confirmation of school decisions and panel recommendations about the achievement of students exiting an Authority subject in each Year 12 subject cohort. It is important that advice offered by the review panel chair adheres to certain principles and guidelines.

Scope

This protocol applies to the written advice and recommendations provided by review panels to schools on the Form R6 at verification.

Principles

- Schools make judgments leading to decisions; panels make judgments leading to recommendations.
- The Form R6 is completed according to guidelines and memos produced annually.
- Review panel chairs provide written advice on behalf of review panels at verification.
- Written advice concerns the school's decisions as evidenced in sample folios.
- Written advice is clear, concise, constructive, factual, respectful and relevant.
- Written advice on the quality of assessment and judgments is based on the syllabus and evidence cited from the verification submission.
- Advice on evidence found is point-in-time and does not pre-empt or assume future events.

Guidelines

- Advice about standards should relate to the body of evidence in sample folios.
- Advice is about interim school levels of achievement decisions, as demonstrated in sample folios, rather than about particular students.
- Comments should address:
  - school judgments about responses in sample folios
  - quality of assessment (e.g. assessment instrument structure, rigour, provision of opportunities for students to demonstrate achievement)
  - coverage of the course (as demonstrated by assessment instruments in the submission).
- Comments should reflect the principles above and be couched in formal terms relevant to moderation processes and syllabus requirements.
- Advice must be supported with sufficient evidence.
- If, on the evidence presented, the review panel cannot support the school's decision about an individual sample folio on the Form R6 ladder, the panel should:
  - provide clear, citable evidence that shows how the work does not match the syllabus standards
  - recommend a more appropriate rung placement for the sample folio
  - provide clear, citable evidence to support the panel's recommendation.

All review panel advice should be couched in supportive terms in the spirit of cooperation and professional respect.

2.10 Form R7 exit consultations

Purpose

Assessment conducted between the time of agreement on the school proposal at verification and the awarding of final levels of achievement at Exit may alter student results. There may consequently be significant changes to the relative achievement of students on the Form R6.

Scope

This protocol outlines procedures to be followed by review panel chairs (RPCs) and officers of the Quality Assurance Unit when negotiating significant changes to the relative achievement of students on the Form R6 after agreement has been reached at verification and before Exit.

Principles

- The Form R6 at verification records the agreement between the review panel and the school about the school's judgments for all sample folios.
- The Form R7 at Exit is an addendum to the verification agreement and records any subsequent agreement between the RPC and the school about individual student placement at Exit following consideration of the student's achievement since verification.
- Schools have the opportunity to provide evidence to support significant changes in a student's relative achievement and to receive confirmation of Exit judgments through external consultation.
- The processes must be clearly transparent and accountable and about schools' final judgments based on evidence gained since verification.
- Schools initiate timely consultation with RPCs; consultation must be finalised by the date set in the R7 Fax form memo.

Guidelines

- The school completes the Form R7 when post-verification student assessment results cause significant changes to the relative achievement of students on agreed-to Forms R6.
- The school initiates the process by sending a completed Form R7 with student profiles to the RPC.
- The RPC considers the information on the Form R7 and decides if additional evidence from post-verification student responses and/or further consultation are necessary.
- The R7 Fax form consultation ends with the return of the completed Form R7 to the school by the RPCs.

2.11 QCIA Draft certificate and evidence of achievement feedback

Purpose

The *Draft certificate feedback* and *Evidence of achievement feedback* are the official documents used to provide advice to schools following the district verification meetings for the Queensland Certificate of Individual Achievement (QCIA). They are records of the written communication from the QSA regarding the quality of the QCIA information. It is important that the *Draft certificate feedback* and *Evidence of achievement feedback* forms are completed in the proper fashion and that advice offered by peer review and district advisers adheres to certain principles and guidelines.

Scope

This protocol applies to the nature of written advice to schools by peer review and district advisers on the *Draft certificate feedback* and *Evidence of achievement feedback* forms.

Principles

Written advice concerns:

- the quality of the freeform text Statements of Achievement and the link to the curriculum plan provided for the student by the school
- the evidence of achievement that substantiates the draft certificate information as demonstrated by the evidence provided in the sample folio

Advice given:

- is clear, concise, constructive, factual, relevant and respectful
- on the quality of the Statement of Achievement is based on the information provided by the draft Statements of Achievement
- on the quality of the evidence to substantiate the achievements is based on the evidence provided in the sample folio
- on evidence found is point-in-time and does not pre-empt or assume future events.

Guidelines

- Advice should not be student focused but refer to school decisions about the information provided by the draft Statements of Achievement and sample folio of student work.
- Comments should address:
  - the quality of the Statements of Achievement that follow the guidelines and writing conventions outlined in the QCIA Handbook
  - coverage of the learning outcomes outlined in the individual curriculum plan
  - school judgments on the skill and/or knowledge and level of complexity demonstrated
  - quality of sample folio to substantiate the draft certificate information.
- Comments should reflect the principles above and be couched in formal terms relevant to review processes and curriculum plan and certificate requirements.
- Peer review by the school representative/s of the draft certificate information and evidence of achievement will use the "Review notes" to complete the feedback of the process.

- District advisers and officers of the QSA will use the "Review notes" to complete the advice and comments documented on the QSA triplicate forms. Advice must be supported with sufficient evidence.
- If there is no evidence provided or more evidence is needed, information should be provided on the feedback form so that the school can contact the relevant officer of the QSA at the earliest opportunity.
- All feedback and advice should be couched in supportive terms in the spirit of cooperation and professional respect.

Strategies

For a successful process:

- Confidentiality
  - not discussing an individual's certificate information outside of the meeting
  - discussions inside the meeting take into account that quality assurance is a collegial process
  - the discussion should focus on the individual achievement and the evidence of achievement supporting the school's judgments.
- Flexibility
  - each school has unique cohorts of students, contexts and resources — we need to take this into account when reviewing the submissions
  - willingness to explore all the ways schools might present evidence of student achievement.
- Constructive and diplomatic approach
  - the focus of the process is supporting schools in the goal of continual improvement
  - advice should be given so that schools can achieve the goal of continual improvement
  - advice should be guided by the review notes and the guidelines for the certificate outlined in the QCIA Handbook.

2.12 QCIA Provisional certificate feedback and Summary of advice to schools

Purpose

The *Provisional certificate feedback* and *Summary of advice to schools* are the official documents used to provide advice to schools following the state review meeting for the Queensland Certificate of Individual Achievement (QCIA). They are records of the written communication from the QSA regarding the quality of the QCIA information. It is important that the *Provisional certificate feedback* and *Summary of school advice to schools* forms are completed in the proper fashion and that advice offered by district advisers and officers of the QSA adheres to certain principles and guidelines.

Scope

This protocol applies to the nature of written advice to schools by district advisers and officers of the QSA, on the *Provisional certificate feedback* and *Summary of advice to schools* forms.

Principles

Written advice concerns:

- the quality of the freeform text Statements of Achievement
- duplication issues with contributing studies for the Queensland Certificate of Education (QCE).

Advice given:

- is clear, concise, constructive, factual, relevant and respectful
- on the quality of the Statement of Achievement is based on the information provided by the provisional certificate information
- on duplication issues between the Statements of Achievement and Statements of Participation is based on the provisional certificate information.

Guidelines

- The state review process is the next phase of the quality assurance for the QCIA.
- Advice should not be student focused but refer to school decisions about the information provided by the provisional Statements of Achievement.
- Comments should address:
    - the quality of the Statements of Achievement that follow the guidelines and writing conventions outlined in the QCIA Handbook
    - duplication issues between the Statements of Achievement and Statements of Participation
    - school judgments on the skill and/or knowledge and level of complexity demonstrated
    - contributing studies for the QCE indicated on the *QS1296A report*
    - information provided for the Statements of Achievement that would be outside the scope of an individual learning program developed by the school.
- Comments should reflect the principles above and be couched in formal terms relevant to moderation processes and curriculum plan and certificate requirements.

- District advisers and officers of the QSA will review the provisional certificate information and complete the QSA triplicate Provisional certificate feedback and Summary of advice forms
- All feedback and advice should be couched in supportive terms in the spirit of cooperation and professional respect.
- Any concerns about duplication issues with contributing studies for the QCE will be brought to the attention of the school administration by the PEO responsible for the QCIA.

Strategies

Attributes of a successful process:

- Confidentiality
  - not discussing an individual's certificate information outside of the meeting
  - discussions inside the meeting take into account that quality assurance is a collegial process
  - the discussion should focus on the individual achievement.
- Flexibility
  - each school has unique cohorts of students, contexts and resources
  - each school may have students with a range in their level of support.
- Constructive and diplomatic approach
  - the focus of the process is supporting schools in the goal of continual improvement
  - advice should be given so that schools can achieve the goal of continual improvement
  - advice should be guided by the review notes and the guidelines for the certificate outlined in the QCIA Handbook.

2.13 Resolution of unresolved submissions from state review panel comparability meetings

Purpose

When agreement between a school and the district and state review panels concerning the verification of the interim levels of achievement is not reached by the end of the comparability period, the Quality Assurance Unit will arbitrate to reach a resolution concerning confirmation of Levels of Achievement.

Scope

This protocol outlines procedures used by the Quality Assurance Unit when considering submissions that have not been agreed to following the verification process, and a process for unresolved submissions.

Principles

- Under the principal's signature on the Form A1: *Agreement for Student Education Profiles to be issued*, schools agree to "follow the QSA moderation procedures for assessment in Authority subjects based on QSA syllabuses".
- Review panels look for evidence in submissions based on syllabus standards to support the decisions made by the school.
- The Quality Assurance Unit arbitrates a resolution based on the evidence provided by the school and the advice of review panels.

Guidelines

The **Manager, Quality Assurance Unit** will:

- confirm that agreement cannot be reached between the school, the district review panel and the state review panel
- inform the school of the resolution process for unresolved submissions from comparability meetings
- seek from the school a submission of **exit** folios of student work containing any subsequent summative assessment material following verification
- organise an extraordinary review panel to conduct the final review of the submission, consisting of:
  - subject-specific representatives of the state review panel (usually the state review panel chair as chair)
  - district review panel representative (usually a district review panel representative from other than the school's district)
  - Quality Assurance Unit representative (usually a Quality Assurance officer with general oversight of the subject)
- chair a meeting between members of the extraordinary review panel and representatives of the school to determine a resolution.

The **extraordinary review panel** will:

- conduct the final review of the submission
- provide the Manager (Quality Assurance) with the report of their review
- discuss their review with two representatives of the school.

The **school** will:

- provide up to two staff members to discuss the extraordinary review panel's report on the school's submission
- consult with the Manager (Quality Assurance) to clarify relative student placements and determine a resolution.

When resolution is reached

The **school** will:

- complete the exit column on the Form R6
- sign the exit proposal distribution of levels of achievement on the Form R6
- submit Student Data Capture System (SDCS) submissions 4 or 5 matching the relative achievements of students for that subject cohort as indicated in the exit proposal on the Form R6.

If a resolution is not reached

- The Manager (Quality Assurance) through the Assistant Director (QCE) will provide the school with the final placement of all students in that subject cohort based on the findings of the district, state and extraordinary review panels in the form of a *Notice of decision*.
- The Manager (Quality Assurance) will check that SDCS submission 4 or 5 provided by the school for that cohort matches the final placement of students as determined by the *decision*.
- Schools are entitled to appeal the *Notice of decision* under Part 9, Division 1 of the Education (Queensland Studies Authority) Regulation 2002 within seven days of receiving information regarding the *Notice of decision*.

References

Education (Queensland Studies Authority) Act 2002, Part 2, Division 2, section 12

Education (Queensland Studies Authority) Regulation 2002, Part 9, Division 1, sections 59–63

2.14 State review panel chairs and members supporting district review panels at monitoring or verification

Purpose

State review panel members are required to have knowledge of and the ability to apply QSA policies and procedures related to monitoring and verification. Appointment to state review panel takes into account the applicant's availability to support district review panels at monitoring and verification.

Scope

This protocol describes the role of state review panel members who attend district monitoring and verification meetings.

Principles

State and district review panel members work together to develop a shared understanding of syllabus interpretation and implementation, including standards of learning and standards of assessment. State review panel members' attendance at monitoring and verification meetings, when required, provides support and assistance to district review panel meetings.

Guidelines

State review panel chairs and members visiting district review panels at moderation meetings may:

- support the district review panel chair
- review school submissions in the role of a panellist
- contribute to the decisions, as would a district panellist.

2.15 State review panel report

Purpose

The State Review Panels' Report provides advice to schools about interpretations and implementations of syllabuses.

Scope

This protocol outlines the style and format of all state review panel contributions to this annual report.

Principles

The State Review Panels' Report:

- provides subject-specific advice
- provides succinct advice relevant to classroom teachers
- relates directly to the syllabus and its implementation
- uses formal language under a common set of headings
- may have headings added for particular purposes in a particular year, as directed by the Manager, Quality Assurance.

Guidelines

Each subject's contribution to the report provides feedback to schools regarding moderation under the following headings:

- Syllabus: implementation phase, stage of review
- Feedback from districts: work program approvals, monitoring, verification
- Statewide comparability: overall comments, notable exceptions, general trends
- Course coverage: mandatory aspects of the syllabus, coverage of subject matter/topics, treatment of electives
- Quality of assessment: task design, criteria and standards sheets or marking schemes
- Subject support: website, workshops, panel training (this year or next).

The Quality Assurance Unit will:

- provide a generic introduction to the report
- provide a generic conclusion to the report
- issue a structure for the report which may have variations from year to year.

Senior Education Officers (Quality Assurance) are responsible for completion of the sections:

- Syllabus
- Subject support.

State Review Panel Chairs, in consultation with Senior Education Officers (Quality Assurance), are responsible for completion of the sections:

- Feedback from districts
- Statewide comparability
- Course coverage
- Quality of assessment.

2.16 Unresolved submissions

Purpose

This protocol outlines procedures used by state review panels (for subjects with district review panels) when considering unresolved submissions from verification until the end of consultation and any related exit consultations.

Scope

This protocol outlines actions to be taken by state review panels and schools to reach agreement about unresolved submissions from verification.

Principles

- A verification submission represents the school's judgments about levels of achievement.
- The district review panel looks for evidence in the submission to substantiate the decisions made by the school.
- Where agreement between a school and a district review panel concerning the levels of achievement for Authority subjects is not reached, the state review panel is to assume responsibility for the verification and the Fax Form R7 exit consultations.
- The state review panel makes recommendations about the decisions made by the school, based upon the evidence in the verification submission and any extra evidence that may have been provided in subsequent negotiations with the district review panel chair (DRPC) or further information that the school considers may be helpful to the state review panel in supporting their submission.

Guidelines

The school forwards to the district coordinator:
- the verification submission in the same form as sent to verification
- additional evidence that may have been provided in subsequent negotiation with the DRPC, or further information that the school considers may be helpful to the state review panel in supporting their submission (not including post-verification student responses).

The state review panel chair (SRPC):
- manages the state panel's review of the unresolved submission
- contacts the DRPC to discuss the recommendations of the state review panel
- contacts the school to discuss the recommendations of the state review panel
- resolves the matter by the dates set for the end of consultation in the senior education profile calendar.

After agreement has been reached, the SRPC assumes responsibility for all subsequent consultations and negotiations with the school through to exit.

The Quality Assurance Unit, QSA:
- provides the model, framework and review notes for dealing with unresolved submissions outlined in moderation procedure **3.3: Unresolved submissions**
- assumes responsibility if the state review panel and the school cannot reach agreement by the date set for the end of consultation.

2.17 Using evidence to make judgments about student achievement

Purpose

This protocol provides information about using evidence in student responses to assessment instruments to make judgment about student achievement.

Resources

This protocol should be read in conjunction with moderation strategy **4.8: Making judgments about student achievement**.

Scope

This protocol explains how evidence about student achievement may vary and how this may influence the judgments and processes schools and panels engage in when using evidence to make decisions.

Principles

- Schools make judgments about student achievement using evidence of the match of student responses to assessment instruments with the syllabus dimensions and standards.
- Review panels look for evidence of the school's match of the qualities of student work with the syllabus standards descriptors.
- Evidence collected in a sample/student folio should demonstrate the match of syllabus dimensions and standards with student responses.
- Evidence submitted as part of a moderation submission but not as part of a particular sample folio demonstrates how schools make judgments about the match of syllabus dimensions and standards across a particular cohort.

Guidelines

Evidence

Evidence may be:
- student responses/products collected in a sample folio (also known as *direct evidence*)
- teacher annotations in support of judgments collected in a sample folio (also known as *indirect evidence*)
- teacher judgments about a cohort using evidence from an individual /indicative response (also known as *submission-based evidence*) which may include:
  - evidence related to the achievement of the syllabus dimensions and standards descriptors that is part of a submission but is not part of sample folios
  - recorded evidence of sample responses at A, B or C standards not in a folio
  - sample responses to assessment instruments.

Using evidence to make judgments

Schools and panels use the same evidence for different purposes when making decisions about student achievement:

- Schools use evidence about student responses to assessment instruments collected as part of the teaching, learning and assessment program to make judgments about standards and decisions about achievement.

- Panels look for evidence from student responses to assessment instruments collected in a sample folio to support judgments about standards and decisions about interim, proposed and exit levels of achievement made by schools.

- Decisions about achievement must be based on evidence collected in a folio and made, and be able to be described and justified, using criteria and standards drawn from syllabus dimensions and standards.

- *Submission-based evidence* provides information about the school's match of instrument-specific criteria and standards with student responses across the cohort. This information is not specific to a folio and further *direct/indirect evidence* would need to be provided if *submission-based evidence* did not substantiate judgments.

3. Procedures

3.1 Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects

Purpose

This procedure outlines the principles for students revisiting semesters and undertaking additional assessment in Authority subjects and Authority-registered subjects.

Scope

There are a number of situations involving students revisiting semesters and undertaking additional assessment. These include:

- revisiting assessment instruments already completed
- undertaking additional assessment to update student work already completed
- retaking, in whole or in part, one or more semesters of a subject already completed
- undertaking further learning and assessment in a subject already completed.

Principles

In such situations, schools must consider the following principles for revisiting semesters and undertaking additional assessment:

- Individual schools decide whether students are able to revisit semesters or undertake additional assessment in particular subjects.
- Opportunities for revisiting semesters or undertaking additional assessment in a subject should be communicated in advance and made available to all students in the subject, though individual students may choose not to avail themselves of the opportunity.
- Students revisiting semesters or undertaking additional assessment are required to complete different assessment instruments (including supervised responses) from those previously graded.
- To be different, assessment instruments can be of a similar nature and completed under similar conditions — but not exactly the same as those previously graded. Assessment evidence must allow an appropriate judgment to be made about the current state of the student's knowledge and reasoning skills.
- The student's folio is selectively updated based on the new assessment evidence.

Guidelines

Queensland Certificate of Education (QCE)

Students who repeat Year 12 will only be awarded a QCE if they were not awarded one previously. The Senior Statement received by repeating students will be cumulative, recording the complete enrolment pattern and final level of achievement.

OP eligibility

Revisited semester three and four results will override previously recorded semester three and four results.

Revisiting semesters of a course of study

Where students have completed four semesters of study in a subject but have not yet received a Senior Statement, students may revisit one or two semesters in a subject before the end of Year 12. This may occur when students complete four semesters of Authority or Authority-registered subjects by the end of Year 11 or midway through Year 12 (please refer to moderation procedure **3.8: Year 12 students completing the first one or two semesters of a senior subject**).

Revisiting assessments within a semester

Students may revisit assessment instruments already submitted and used for making judgments if achievement on an earlier assessment instrument was unrepresentative or atypical, or there was insufficient information upon which to base a judgment. These additional assessment instruments must be of similar nature and conditions and must be sufficiently differentiated from the previous assessment as to offer new opportunities to demonstrate the relevant syllabus standards descriptors. That is, different assessment tasks from those previously completed must be used to provide new evidence for informing judgments about student achievement.

Courses of study taken over six semesters

Schools with work programs for delivery of a course of study over six semesters rather than four semesters would:

- not be revisiting parts of the course but taking the course over a longer period of time

- deliver the subject as a coherent and continuous whole

- not repeat or revisit semesters or assessment as a consequence of the course being offered over six semesters.

3.2   Shared campus arrangements

Purpose

A shared campus arrangement provides the opportunity for students to study an Authority or Authority-registered subject that is not offered as part of their school's curriculum at another school where it is offered. The school at which the student is enrolled is referred to as the *base* school. The school agreeing to provide the course of study is referred to as the *host* school.

Students studying under a shared campus arrangement are subject to particular moderation arrangements that are described in this procedure.

Scope

This procedure details guidelines for shared campus arrangements in Authority and Authority-registered subjects.

Principles

- All students must be part of a cohort of students that is subject to the processes of QSA senior externally moderated, school-based assessment.
- Students must be included in the moderation processes for the cohort with whom they study the subject
- Students must be included on a host school Form R3 and Form R6 and/or Form R12 when completing monitoring, verification (including consultation and negotiation) and/or moderation for Authority-registered subjects.
- Students must be included on Forms R6 and/or Forms R12 with the subject cohorts with whom they will exit their base school at the completion of Year 12.
- Typical sampling requirements for moderation may be met by the selection of sample folios from both host and base school students.

Guidelines

Gaining approval for a shared campus arrangement

A base school seeking approval for a shared campus arrangement will, before the arrangement commences:
- reach an agreement with the prospective host school for such an arrangement
- obtain written agreement from the host school
- make written application to the Manager, Quality Assurance Unit, including the written agreement of the principal of the host school
- agree to meet all of the syllabus requirements for the subject.

Both the base school and the host school should receive written approval before the arrangement commences.

Work program and study plan requirements

The host school must submit a work program or a study plan in the subject and this should be approved before offering the course of study.

The base school need not submit a work program or a study plan in the subject.

Course implementation

Teaching and assessment in the subject will be conducted by the host school, which will retain all student work and record all student achievement for moderation and reporting purposes.

Moderation procedures for Authority subjects

At monitoring

- The host school prepares a standard monitoring submission.
- The Form R3 should be completed by the host school and signed by the host school principal. *The total number of students completing the subject at Year 11* should include all students in the cohort, including base school students.
- After monitoring, the host school may provide feedback to the base school by providing a copy of the completed Form R3 with panel comments.

At verification

- A Form R6 (here after referred to in this procedure as the *original* Form R6) should be completed by the host school and signed by the host school principal. The base school name should be included in brackets in the school section, e.g. Host SHS (Base SHS — Shared campus).
- All students in the cohort, including base school students, should be entered in the *Initial* column of the *Relative achievement of students* ladder. The base school students should be identified (possibly by dividing the column, or by an asterisk).
- The host school is authorised to negotiate with review panels on all students' achievements in the subject.

At exit

- The host school is authorised to negotiate with review panels and officers of the QSA on all students' achievements in the subject.
- When exit achievements have been finalised, the *original* Form R6 should be completed with:
  - the signature of the host school principal
  - all students in the cohort, including base school students, entered in the *Exit* column of the *Relative achievement of students* ladder
  - all students in the cohort, including base school students, entered in the *Exit* distribution of levels of achievement.
- When the *original* Form R6 have been finalised, the host school should:
  - complete a Form R6 for the host school students only by:
    - transcribing the exit column and distribution from the *original* Form R6
    - attaching a copy of the *original* Form R6 and any Fax Form R7
    - submitting this Form R6 to the QSA with Senior Data Capture System (SDCS) information
  - complete a Form R6 for the base school students only by:
    - transcribing from the *original* Form R6 the exit column and distribution and naming the base school in the school section
    - attaching a copy of the *original* Form R6 and any Fax Form R7 if appropriate
    - sending this Form R6 with the attachments to the *base* school
  - ensure the **host school principal signs all Forms R6** and retain copies.

- The base school, on receipt of the signed Form R6 and attachments from the host school, should:
  - ensure that the **principal of the base school countersigns the Form R6**
  - submit this signed Form R6 and attachments to the QSA with SDCS information
  - retain copies of all documentation.

Moderation procedures for Authority-registered subjects

At the moderation meeting

- A Form R12 should be completed by the host school and signed by the host school principal. The base school name should be included in brackets in the school section, e.g. Host SHS (Base SHS — Shared campus).
- A teacher of the cohort studying the subject in the host school should attend the moderation meeting.
- After the moderation meeting, the host school may provide feedback to the base school by providing a copy of the completed Form R12 with comments.

At exit

When exit achievements have been finalised:

- the host school should:
  - complete the exit distribution on the *original* Form R12 to include all students in the cohort (host school and base school)
  - complete a Form R12 for the host school students only by:
    - transcribing from the *original* Form R12 the exit distribution for the host school students
    - attaching a photocopy of the *original* Form R12
    - submitting this host-school-only Form R12 to the QSA with SDCS information.
  - complete a Form R12 for the *base* school students only by:
    - transcribing from the original Form R12 the distribution of the base school students and naming the base school in the school section
    - attaching a photocopy of the *original* Form R12
    - sending this Form R12 and attachments to the *base* school
  - ensure that the host school principal signs all Forms R12 (*original*, host school and base school) and retain copies.
- the *base* school on receipt of the signed Form R12 and attachments from the *host* school, should:
  - ensure that the principal of the *base* school countersigns the Form R12
  - submits this to the QSA with SDCS information
  - retains copies.

Recording information on students' enrolments and achievements

Information about semesters studied, levels of achievement and results for base school students must be entered in the base school's SDCS.

Information about semesters studied, levels of achievement and results for host school students only must be entered in the host school's SDCS.

3.3   Unresolved submissions

Purpose

This procedure outlines processes used by state review panels (for subjects with district review panels) when considering unresolved submissions from verification until the end of consultation and any related exit consultations.

Scope

Agreement on the Form R6 is reached when the *Distribution of levels of achievement* and relative achievement of students are supported by both the school and the panel.
A submission becomes unresolved when this agreement is not reached.

The procedure relates only to those **folios where a district review panel has made a recommendation for a placement that is different from the school's initial proposal**.

Principles

- The review of the unresolved submissions is a focused review.
- The focused review by the state review panel relates only to those **folios for which agreement has not been reached with the district review panel**.
- The state review panel makes recommendations about the decisions made by the school based on the evidence in the verification submission and any extra evidence that may have been provided in subsequent negotiations with the district review panel chair (DRPC).
- The state review panel chair (SRPC) is to assume responsibility for the verification and any further consultations that may occur at exit.

Guidelines

The DRPC and the school will inform the district coordinator when a submission becomes unresolved and is to be sent to the state review panel for resolution.

Before the state review panel meeting

Schools should:
- retain the submission in the same form as sent to verification
- include any additional evidence that may have been provided in subsequent negotiation with the DRPC in supporting their submission
- not include student responses to post-verification assessment instruments
- forward the submission and any additional evidence and information to the district office.

The Services Coordination Unit will:
- receive the unresolved submission including the original Form R6 from the district office
- provide the relevant state review panel with:
  - a copy of the Form R6 showing only the initial school proposal
  - the verification submission, which may include further evidence provided to the DRPC by the school during the initial consultation and negotiation
- provide the relevant SRPC with the original Form R6.

The Quality Assurance Unit (QAU) will prepare sufficient unresolved submission review notes for use by state review panels.

The Senior Education Officer (SEO) will:

- collect for each unresolved submission:
  - two copies of the unresolved submission review notes
  - one unresolved submission summary
- identify on the unresolved submission review notes the school proposed placement of folios for which agreement has not been reached with the district review panel.

At the state review panel meeting

The SRPC will:

- assign one state review panellist to carry out a focused review (The review notes provided for this review indicate school proposed placement of **folios for which agreement has not been reached** with the district review panel. Only these folios are to be reviewed.)
- consider the original Form R6 with panel recommendations
- consult with the state review panellist following the first review to consider:
  - state review panellist's recommendations
  - district review panel's recommendations
- if required, assign a second state review panellist to review the unresolved folios and, **as appropriate,** provide them with:
  - the original Form R6 with panel recommendations
  - completed unresolved state review panellist's notes from the first review
- consult with reviewer/s to complete the unresolved submission summary
- contact the DRPC to report the state review panel's recommendations
- contact the school principal to discuss the state review panel's recommendations based on the evidence in the folios for which agreement has not been reached with the district review panel
- provide the school with written advice, as necessary, (in red and initialled), on the Form R6 concerning the state review panel's recommendations
- retain a photocopy of the Form R6 and the unresolved submission review notes and summary
- return the submission and Form R6 to the school.

If agreement is reached before the end of the state review panel consultation period:

- the school completes the original Form R6 by:
  - indicating the agreed position in the agreed column
  - signing and dating the agreed verification proposal row
  - returning the original Form R6 to the SRPC for countersigning
- the SRPC countersigns and dates the Form R6, retains the triplicate and returns the Form R6 to the school.

At exit, the school will negotiate any significant movement for students with the SRPC, referring to:

- moderation protocol **2.10: Form R7 exit consultations**
- moderation strategy **4.9: Using the Form R7**.

Movements at exit will be based on evidence collected in the post-verification period.

If the evidence available at verification is not sufficient to reach agreement, the SRPC may consider information gathered from post-verification assessment instruments for those folios for which agreement has not been reached with the district review panel.

If agreement is still not reached:

- the SRPC and the school inform the Manager, QAU
- the QAU will arbitrate to reach a resolution concerning confirmation of levels of achievement following moderation protocol **2.13: Resolution of unresolved submissions from state review panel comparability meetings**
- all further consultations will be with the Office of the QSA.

3.4　Variable progression rate

Purpose

QSA moderation procedures are based on students completing four semester units of a subject in each of four consecutive semesters over a two-year period (Years 11 and 12). *Variable progression rate* (VPR) refers to variations to typical patterns of study.
Where a school offers a student the opportunity to study using VPR, particular moderation procedures are required. These are explained in this moderation procedure.

Scope

This procedure explains how schools and QSA panels and officers implement moderation processes for VPR students.

Principles

Schools manage, within certain limits, the progression rates of their students. Managing variable progression rates of students involves providing opportunities for some students to:

- spread senior studies over three years
- study two semesters of a senior subject in one semester
- study in an accelerated program (e.g. commencing a senior subject in Year 10).

All VPR students must:

- be part of a cohort that is subject to the processes of QSA senior externally moderated, school-based assessment
- complete moderation processes with the cohort with whom they study the subject.
- be included on Forms R6 and/or Forms R12 with the subject cohorts with whom they exit their school at the completion of Year 12.

Guidelines

Information for schools

- A Senior Statement will record a maximum of four semester units of any Authority or Authority-registered subject.
- A student who studies at least one semester unit of any Authority or Authority-registered subject may have the unit(s) recorded on their Senior Statement.
- At least half of the total program in Authority subjects recorded on a Senior Statement must be completed in the final year of school (Year 12). When a proposed VPR arrangement will not permit this, schools must seek written approval for relaxation of requirements from the Manager, Quality Assurance Unit, QSA before commencing the course/s of study.
- For moderation purposes, the subject cohort to which a student belongs is the one with whom they study semesters 3 and/or 4.
- For the purposes of assigning subject achievement indicators (SAIs), obtaining a result on the QCS Test, and determining Overall Positions (OPs) and Field Positions (FPs), the cohort to which a student belongs is the one with whom they receives the Senior Statement.

- A school may offer a student in Year 10 the opportunity to complete a senior subject where the student commences the course in Year 10 and completes the course in Year 11. This will generally involve the student studying with a Year 11 cohort that will be monitored. If not, then Schools must ensure arrangements will be made with the QSA for the cohort to undertake monitoring.
- Schools should follow the procedures for verification for VPR students outlined below.

Procedures for schools — Authority subjects

When preparing a VPR verification submission in the year that VPR students finish a course of study, the school must:

- submit a photocopy of a blank Form R6 (referred to in this procedure as the *VPR Form R6*) recording the students' rung placements and clearly identifying the year that the students will exit Year 12 (e.g. Exit Year 12 2011)
- attach the *VPR Form R6* behind the exiting cohort Form R6
- retain a copy of the *VPR Form R6* with the quadruplicate of the Form R6
- submit the folio of a VPR student **if** that VPR student is top of the subject cohort
- submit VPR folios to supplement the non-VPR folios where that is necessary to meet the requirements for verification submission.

When completing verification and post-verification processes, the school must:

- consult with the review panel chair, up to and including exit
- consider the whole subject cohort including VPR student folios when making decisions about placement and applying advice from the panel about non-sample folios
- record on the *VPR Form R6* all consultations with the review panel chair and any agreed changes in rung placement
- retain copies of Forms R6 and R7 attached to the *VPR Form R6* for submission when the VPR students exit Year 12.

The students' work will not be submitted again as part of a verification submission in the year in which they exit Year 12.

At exit, in the year that VPR students exit Year 12, the school must:

- transfer the VPR students' exit rung placements from the *VPR Form R6* to the Form R6 for the Year 12 cohort exiting in this year
- attach a copy of the *VPR Form R6* to the Form R6
- attach all relevant documentation to the Form R6 (e.g. photocopy of the relevant Form R7)
- complete all moderation processes for the exiting cohort but with the VPR students not subject to the advice or recommendations made about the non-VPR cohort for this year.

When there is not a Year 12 cohort exiting in this subject in the year the VPR students exit Year 12:

- complete a Form R6
- transfer the VPR students' exit rung placements from the *VPR Form R6* to that Form R6
- submit the Form R6 with the attachments (e.g. *VPR Form R6* and Forms R7 where appropriate).

Procedures for schools — Authority-registered subjects

In the year that VPR students finish a course of study, the school must ensure that the VPR students are included in the exit distribution on the Form R12.

Procedures for review panels — Authority subjects

VPR students are verified and exit the course of study in one year and are part of a cohort that exits the school in the next. In both years, the VPR students are on Forms R6 but the processes for panels are different.

In the year VPR students' folios are to be verified, review panels must:

- receive a photocopied Form R6 (referred to here as the *VPR Form R6*) showing details of VPR students who finished the course but will not exit this year
- receive a Form R6 for the exiting cohort with the *VPR Form R6* attached
- complete typical moderation processes
- sign the Form R6 and *VPR Form R6* upon reaching agreement with the school
- retain a copy of the *VPR Form R6* with the triplicate of the Form R6
- record on the *VPR Form R6* all consultations with the school and any agreed changes in rung placement

The students' work will not be submitted again as part of a verification submission in the year in which they exit Year 12.

In the year VPR students are to exit school, review panels must:

- receive the exiting cohort Form R6 with the photocopied *VPR Form R6* showing details of VPR students who finished the course in a previous year transcribed on to the Form R6
- substantiate that the students' folios of work have been subject to the same process of moderation as all other students
- verify placements using the Forms R6s and supporting documentation from the previous year's moderation processes.

When there is not a Year 12 cohort exiting in this subject in the year the VPR students exit Year 12, the review panel will receive a Form R6 and the appropriate attachments described above. A verification submission with assessment and sample student folios will not be submitted.

3.5　Verification and exit for review panel chairs' school submissions

Purpose

A fundamental role of review panel chairs in the moderation of school-based assessment in Queensland is to ensure that all schools, including their own, receive appropriate advice regarding standards of assessment and proposed levels of achievement.

To ensure accountability and objectivity, chairs and panellists must clearly articulate and understand policies and procedures. This is integral to maintenance of the integrity of the processes for dealing with all school submissions and will ensure that procedures involving panel chairs' own schools are consistent.

Guidelines

Actions for review panels

At verification

- The submission is to be pre-reviewed by an experienced panellist.
- At the meeting, a second independent review is conducted by an experienced panellist.
- If the two reviewers reach consensus about the submission, they develop comments for the Form R6. One of the panellists completes the Form R6 and both panellists sign the comments section and print their names.
  - If they support the school's judgments, one panellist signs the *Agreed Verification Proposal* row and submits the review notes with the triplicate copy of the Form R6 to the review panel chair.
  - If they do not support the school's judgments, one panellist is nominated to handle any initial consultation, asterisks their printed name, marks the checkbox *Consultation required* and provides details for contact.
- For district review panel chairs, the Form R6 and submission are returned to the review panel chair's school and the photocopy of the non-agreed Form R6 and review notes are forwarded to the district coordinator. The district coordinator forwards the photocopied Form R6 and review notes to the state review panel chair (for district review panel chairs) for negotiations.
- For state-only review panels, the state coordinator forwards the photocopied Form R6 and review notes to the Quality Assurance Unit for negotiations. Any negotiations will be between the Quality Assurance Unit and the school.

During consultations

- If agreement is reached during post-verification consultation:
  - for subjects with district review panels, the school forwards the Form R6 to the state review panel chair for signing
  - for subjects with state-only panels, the school forwards the Form R6 to the Quality Assurance Unit, QSA, for signing.
- Once signed, the Form R6 is returned directly to the school. The state review panel chair handles all further consultations including Fax Form R7 at exit. For state-only panels, the Quality Assurance Unit handles all further consultations including Form R7 at exit.
- If agreement was not reached post-verification, the normal procedures for a "not agreed to" submission apply.

At exit

- If agreement was reached at verification, the school should contact:
  - the state review panel chair for Fax Form R7 exit consultations for district review panel chair submissions
  - the Quality Assurance Unit for Fax Form R7 exit consultations for state-only review panels.
- If agreement was not reached at verification at district level, and the submission was forwarded to state review panel, then the school should contact the state review panel chair for Fax Form R7 exit consultations.
- After any exit negotiations are completed, all documentation surrounding the submission (such as review notes) should be forwarded to the relevant review panel chair for safekeeping.

3.6 Verification for subjects with discontinued students

Purpose

The purpose of this procedure is to inform review panel advice about level of achievement and relative achievement decisions at verification for sample folios of students who have exited a course of study without completing all four semesters.

Scope

The procedures described are for use by review panels when looking for evidence of achievement in folios where students have exited the course before completing all four semesters.

Principles

- Panels provide advice on the quality of a school's decision-making based on evidence in student responses in sample folios.

- Panels provide advice to schools at verification about achievement relative to the exit standards, as demonstrated by evidence in the responses of students nearing the completion of a four-semester course of study.

- Students not completing a four-semester course of study may not have the same opportunities for the demonstration of all aspects of the exit standards to the same depth or degree as a student completing four semesters.

Guidelines

Information for schools

If all students studying the course discontinue the subject before four semesters are completed, the school is still required to complete all moderation processes including providing a submission at monitoring and verification.

If the school cannot provide the representative student folios required for verification from those students still active in the cohort, then the folios of discontinued students must be included.

Actions for review panels

If a submission contains sample folios that represent one, two, or three semesters of student work then panellists should:

- look for evidence to support school judgments based on all information available at the time the student exited the course

- take into account the stage of the course reached, using the exit standards as a guide

- consider the opportunities presented to a student up to that stage

- provide advice and recommendations to schools about proposed level of achievement and relative achievements decisions relative to the stage of the four-semester course of study at which the student exited.

3.7 Visa schools reviews

Definitions

Visa students

Visa students are students from overseas who:

- are domiciled temporarily in Australia
- have authority for temporary residence
- have short-term visas to undertake studies.

They may include:

- scholarship holders
- exchange students
- children of foreign diplomats
- children of temporary residents
- full fee-paying foreign students.

Visa subjects

A visa subject within a school is one where the equivalent-eligible visa students comprise more than 20% of the eligible non-visa subject cohort, and there are 10 or more OP-eligible students.

Visa schools

A visa school has more than 10 equivalent-eligible visa students comprising more than 20 per cent of the eligible non-visa school population.

Certification of visa students

Visa students are able to receive a Senior Statement providing:

- they complete at least one semester of an Authority or Authority-registered subject
- they attend school until the date designated by the Authority as the finishing day of Year 12.

The Senior Statement may show:

- results in Authority and Authority-registered subjects
- results in recorded subjects
- a result on the QCS Test.

Visa students are eligible for equivalent OPs and FPs provided that:

- they complete study in 20 semester units of Authority subjects
- they complete three of those subjects for four semesters each
- they attend all four sessions of the QCS Test.

If a visa student starts school in Queensland at the beginning of Year 12, the QSA has provisions for granting the student concessional units of credit to enable eligibility for an **equivalent OP**.

Procedures

Principles

- Schools assign SAIs for equivalent-eligible visa students.
- QCS Test results for visa students are not used when calculating scaling parameters.
- Visa students do not compete for OPs with Queensland students.

At verification

- The Authority selects visa students in each subject-group whose work, along with the normal sample students, will be sent to verification.
- District panels review the work of the selected visa students and report to the Authority on the amount of agreement about the levels of achievement of these students.
- The Authority ensures that the levels of achievement of visa students in visa schools are valid.

Review submissions for verification meetings from each school should include:

- original, duplicate and triplicate of the completed Form R6
- copy of the school's accredited work program
- set of all assessment instruments used by the school in awarding levels of achievement with Forms R5 (or equivalent) attached
- information regarding the marking schemes and intended student responses (where appropriate)
- non-visa sample folios as for standards submission
- visa sample folios as nominated by the QSA.

The district review panel chair is responsible for:

- checking the visa school is making the same judgments about its visa students as it is about non-visa students and no special allowances for visa students have been made
- checking appropriate rung positioning of visa students has been made
- completing the visa school report, including commenting on the standard of work of the visa students.

Note that visa students are eligible for an **equivalent OP**, not an OP.

Sample letters and forms

The following pages show sample of letters and forms that may be used in the visa school review process. Included are:

- sample letter to panellists
- sample letter to review panel chairs
- sample *Panel chair's report — visa students*.

Sample letter to panellists

[Date]

[School name and address]

Dear panellist

As part of the Queensland Studies Authority's ongoing moderation process, [School name] has this year been identified as a visa school.

A **visa school** is defined as a school where the Year 12 cohort contains more than 10 OP-eligible visa students and their proportion is greater than 20% of the OP-eligible non-visa student population.

To ensure that judgments made about standards in assessment and levels of achievement are the same for visa students and non-visa students, the Authority has requested that additional folios (for visa students) be reviewed at verification along with folios submitted from non-visa students. For this purpose additional visa student folios have been randomly selected. Each visa student has been identified by a number, V_1, V_2, V_3, etc., and will appear on the Form R6 as such, along with the non-visa students who are identified alphabetically A–I.

Please review the enclosed submission for [Subject] from [School name]. This submission contains folios from both visa and non-visa students. A report form is included. Please provide brief comments on each of the visa students. The report form should be given to the district review panel chair at the verification meeting.

Please contact me at the district office if you require further assistance or if any of the above points need clarification.

Yours sincerely

District Coordinator

Sample letter to review panel chairs

[Date]

[School name and address]

Dear district review panel chair

As part of the Queensland Studies Authority's ongoing moderation process, [School name] has this year been identified as a visa school.

A **visa school** is defined as a school where the Year 12 cohort contains more than 10 OP eligible visa students and their proportion is greater than 20% of the OP eligible non-visa student population.

To ensure that judgments made about standards in assessment and levels of achievement are the same for visa students and non-visa students, the Authority has requested that additional folios (for visa students) be reviewed at verification, along with folios submitted from non-visa students. For this purpose additional visa student folios have been randomly selected. Each visa student has been identified by a number, V_1, V_2, V_3, etc., and will appear on the Form R6 as such, along with the non-visa students who are identified alphabetically A–I.

Panellists will be advised that they are to review folios from visa students in the same manner as folios from non-visa students. In most instances there will be one school submission, but in several large subject areas two separate submissions will be presented (tied together as one package): one for visa students and one for non-visa students. The number of submissions should be clearly marked.

A separate form, *Panel chair's report — visa students*, is enclosed. You are requested to make comment on the standard and placement of the folio of each visa student. Indicate each folio by using the code number allocated to that student. Panellists chosen to review the visa school submission were asked to make brief comment about the visa student folios. These comments may help you in completing the chair's report.

Please return the *Panel chair's report — visa students* to me with the District review panel chair's report so that both can be forwarded to the Manager (Standards and Assessment) after the meeting.

Please contact me at the district office if you require further assistance or if any of the above points need clarification.

Yours sincerely

District Coordinator

Panel chair's report — visa students

Subject: _____   Subject code: _____

School: _____   School code: _____

Student	ID	Comments
Student 1	V_1	
Student 2	V_2	
Student 3	V_3	
Student 4	V_4	

Panellist: _____   Contact number: _____

Thank you for your comments.

3.8 Year 12 students completing the first one or two semesters of a senior subject

Purpose

The moderation procedures to be followed when a school offers Year 12 students the opportunity to study semesters one and two of a senior subject are detailed in this procedure.

Scope

This procedure outlines the actions to be taken by schools and review panels when Year 12 students are studying with a Year 11 cohort and will not have the opportunity to be verified prior to confirmation procedures in the year of their exit from the senior phase of learning.

Principles

- School judgments about exit levels of achievement for each cohort with exiting students are externally sampled and supported by review panels.
- QSA senior moderation procedures must occur before student results in subjects are certificated.
- Judgments about student achievement should be based on:
  - available evidence
  - opportunities offered to the student to achieve coverage of the dimensions
  - opportunities offered to the student to demonstrate the syllabus standards relative to the stage of the four-semester course of study.

Guidelines

Procedures for schools at verification

If a Year 12 cohort for the subject exists:

- schools should follow typical procedures when selecting sample folios to include in moderation submissions
- VPR students will be represented on the Form R6 for that Year 12 cohort
- proposed levels of achievement and rung placements are determined by the work the students have completed to date and should take into account the stage of the course reached, using the exit standards as a guide.

If no Year 12 cohort for the subject exists:

- a Form R6 will need to be completed for these students
- the normal procedures for preparing a verification submission will apply.

Procedures for review panels

If a submission contains sample folios that represent semester one and/or semester two work then reviewers should:

- look for evidence to support school judgments based on all information available at the time the student exited the course
- take into account the stage of the course reached, using the exit standards as a guide

- consider the opportunities presented to a student up to that stage (it is unlikely that the student would have been given opportunities to demonstrate all aspects of the exit standards to the same depth or degree as a student completing a four-semester course of study)

- support school level of achievement decisions when there is, relative to the stage of the course (i.e. only semester one, or semesters one and two), evidence of:
  - coverage of the syllabus dimensions
  - the match of the qualities of student work with the syllabus standards.

4. Strategies

4.1 Atypical sample folios

Purpose

This strategy is intended to give panels and schools a common set of principles and consistent approach to atypical folios not agreed to at verification and/or exit.

Resources

This strategy should be read in conjunction with moderation protocol **2.2: Atypical sample folios**.

Guidelines

When a QSA review panel cannot support school judgments of atypical sample folios, the review panel chair (RPC) should record this on the Form R6 as follows:

Relative achievements of students section:

- record the placement of verified samples only in the *Panel* column, then initial the column
- do not complete the *Agreed* column

Distribution of levels of achievement section:

- do not sign or date the *Agreed Verification proposal* row

Review panel comments concerning standards and LOA decisions section:

- enter comments concerning standards and level of achievement (LOA) decisions
- mark *Consultation required* checkbox, then sign and date at the bottom of the section.

At this stage, the status of the submission is "not agreed to", and should be included in the *RPC Report*.

During consultations

The school is responsible for making decisions about semesters of credit and judgments about achievements of individual students. The RPC and school should resolve any other matters of disagreement.

- The school should seek to provide additional evidence relevant to the atypical folio.
- If no further evidence is produced and agreement cannot be reached for that LOA on the school's judgments:
  - the school should note the points of agreement on the Form R6 and forward the three copies to the RPC
  - upon receipt of the original and duplicate copies of the Form R6, the RPC should annotate both copies, **making clear what has been agreed** in red
  - the *Agreed Verification proposal* row should only be completed for agreed LOAs
  - the RPC should advise the school that the LOAs not agreed to must be resolved through consultation with the RPC at exit.

- The RPC should enter the Total (including "not agreed to" LOAs), then sign and return the Form R6 to the school (see Figure 2).

Figure 2: Sample Form R6, where evidence cannot be found to support school decisions

Distribution of levels of achievement:	VHA	HA	SA	LA	VLA	Total	Signature and date
Initial school proposal	6	8	12	5	+	35	_Peter Bray_ 20/09/09 (Principal)
Agreed Verification proposal	6	8		5		35	..../...../..... (Principal) _[signature]_ 10/10/09 (V/SRPC)
Exit proposal							..../...../..... (Principal)
Exit proposal recommended for certification Date: ..../....../......							....per MSA

At exit

- If additional evidence is received and/or disagreement is resolved, the Form R6 should be returned to the RPC for completion.
- If still unresolved, the RPC should contact the Office of the QSA.

The Quality Assurance Unit, QSA, will manage any situations remaining unresolved.

4.2   Authenticating student work

Introduction

In a system of criteria and standards referenced, school-based assessment, teacher judgments are used to determine achievements of students. It is therefore essential that these judgments are based on accurate and authentic assessment information. The challenge for teachers is to find ways of making judgments about student texts where there is access to electronic resources and collaborative text production. Key factors that combine in the making of judgments about student learning are the contexts, conditions, access to resources, types of resources, human and physical, and task demands. These features provide opportunities for students to demonstrate what they know and can do in particular contexts with particular knowledge and capacities. One challenge to the authentication of student work for learning and assessment is the availability of electronic resources and technologies. At issue is not that students use these resources but how they use them and acknowledge them in the construction of new knowledge.

Plagiarism

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism cited in the *Griffith University Research Higher Degree Handbook* available from their website <www.griffith.edu.au> include:

- word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing

- closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works

- using another person's ideas, work or research data without appropriate acknowledgment

- copying computer files in whole or in part without indicating their origin

- submitting work which has been produced by someone else on the student's behalf as if it were the work of the student

- producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be work from the student's own independent research.

Whilst there are commercially available applications for identifying plagiarism once it has occurred, there are strategies associated with monitoring and documenting student text production. These strategies include ensuring that the body of evidence about which judgments are made includes tasks that are completed under varying conditions, ranging from most controlled to open access to human and physical resources. Where there is open access to physical and human resources, processes need to be in place for teacher monitoring of the development of tasks. These could include:

- teachers seeing plans and drafts of student work

- student production of and maintenance of documentation of the development of the

- responses

- student acknowledgment of resources used.

What should guide teachers?

The following principles (adapted from the Australasian Curriculum Assessment and Certification Authority's *Guidelines for Assessment Quality and Equity*) may be used in developing an assessment program. Assessment judgments should be based on information gathered about student achievement in a variety of activities that reflect and sample the major dimensions of the subject.

Assessment tasks should present situations that are in keeping with the kinds of activities that students have experienced in the learning experiences of the course. A range of assessment conditions is necessary to make a valid judgment about whether a student can attain a particular standard with an acceptable level of consistency in a variety of contexts. The level of complexity of assessment tasks must be such that they present a suitable challenge for all students and can be used to discriminate across the whole range of achievements.

Syllabuses require that there should be some variety in the nature of assessment tasks and that these should be completed under varying conditions. The conditions under which a task is completed should also be appropriate to the nature of the activity and should help to establish student authorship. A well-balanced assessment program provides opportunities for assessment information to be gathered across a range of conditions. To cater for the range of individual differences found in any student group, the factors influencing the range of conditions of tasks will be more complex than merely deciding whether they should be tests or assignments. It is not advisable to have an exclusive dependence on a particular set of conditions. Also, while some of the summative tasks might result from collaborative work, this aspect of the conditions would need to be taken into account in the teacher's judgment of the individual's contribution to the completed task. This judgment should be carefully and clearly recorded with sufficient detail to allow interested third parties to understand the decisions reached and the grades awarded.
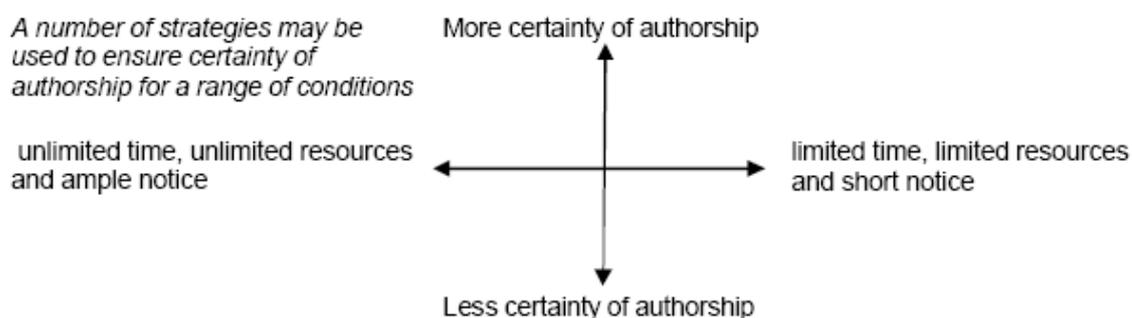
In determining the conditions for a task, it is important to consider task demands (i.e. the complexity of the processes, skills and knowledge involved, firstly in using resources and gathering information, and then in shaping the response).

The two most influential factors in ensuring a range of conditions for assessment tasks are:

• time allowed to prepare for and to complete the task, and

• access to resources, both material and human, before and during execution of the task.

Time available for a task and access to resources can be restricted by placing limits on:· the prior notice of the specific nature of subject matter and/or genre of the response required the time allowed for preparation and execution of the task. A field of possible conditions is shown in Figure 3 below, focusing on these two factors — time allowed and access to resources. It should be possible to plan a range of tasks which fall at different points around this field, enough of them to demonstrate how well the student can use the skills, and understand and process the subject matter independently. The assessment program needs to contain tasks for which strategies have been developed to enable teachers to confirm the authorship of all tasks across a range of conditions. The conditions themselves should not restrict the level of certainty about student authorship.

Figure 3: Certainty of authorship

A number of strategies may be used to ensure certainty of authorship for a range of conditions

More certainty of authorship

unlimited time, unlimited resources and ample notice

limited time, limited resources and short notice

Less certainty of authorship

It may be argued that certain sets of conditions need greater priority in certain subjects and even perhaps at different stages of development during the course. Decisions on these matters will determine the frequency with which different kinds of conditions occur, which will, in turn, influence the teaching of these kinds of tasks and the degree of practice students are given as preparation. Differences are to be expected. What is desirable is appropriate range and balance in the conditions under which tasks are completed.

What are some strategies for authenticating student work?

The following strategies are suggested for teachers to better authenticate student work when time and resources for students are unlimited:

Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with students.

- Ensure that students document specific stages of the development of work, such as topic choice, listing resources and conducting preliminary research.
- File copies of each student's written work at given stages in its development.
- Regularly rotate topics from year to year to ensure that students are unable to use other
- student work from previous years.
- Where there is more than one class of a particular subject cohort, apply internal moderation processes and cross-marking.

How should teachers monitor student text production?

Teachers may:

- require formal acknowledgment and some declaration of information about all resources used and all assistance provided; this clarifies and legitimises such support and teaches the principle of academic honesty
- require a brief annotation, summary or discussion, written in class, exploring further some aspect of the subject matter or of the process of text production; this should help to indicate the extent of the student's understanding and involvement in the task ·
- require an interview with the student or have some other spoken discussion or presentation following the submission of the task to explore further or clarify some aspects
- require submission with the task of the original planning and all drafts of the work, monitored progressively by the teacher.

What about support from outside the classroom?

Tasks with open access to human and physical resources require processes to authenticate the contribution of the student. It may be helpful to plan for many of the tasks undertaken at home and in class to be used for guiding or enhancing activities during the course. These activities become the basis and source for culminating or synthesising activities that can be undertaken with some level of teacher supervision in the classroom. To ensure student authorship of each culminating task, teachers may change one or more of the contextual factors so that, in the culminating task, the student is required to independently process concepts worked on previously in collaboration with others. This effectively requires students to produce a completely new response but allows them to capitalise on the earlier learning. This could be done by changing one or more of the following:

- the *purpose* of the new task
- the *subject matter* of the new task
- the *roles and responsibilities* of people involved in the task
- the *mode* of the new task (for example, changing from writing to speaking)
- the *medium* of the new task (for example, transforming material for audio or visual presentations).

If teachers are to be able to confirm the authorship of student work for assessment, it is important that whatever conditions apply, teachers must:

- be fully aware of all factors operating in the execution of the assessment task
- clearly state the conditions for the information of students, and
- consider the assessment conditions in the judgments they make.

If the authorship of an assessment task is questionable, teachers should go back to the guiding principles outlined earlier in this paper and act accordingly. In instances of suspected plagiarism, a teacher could request further evidence of that achievement through the submission of additional work. The student could be required to provide extra responses to tasks set by the teacher, under whatever conditions were considered necessary. If a school is able to determine that a student has knowingly used work that is not their own and neglected to reference that work, a teacher could notionally delete the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. This should help to ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students.

Finally, it is important that teachers bear in mind that students need help to become independent learners. In catering for the needs of individual students, teachers help them to assume responsibility for their own development as learners.

References

Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2010, <www.acaca.org.au/pdf/guidelines.pdf>

Griffith University Press 2005, *Griffith University Research Higher Degree Handbook* 2005, <www.griffith.edu.au>

Victorian Curriculum and Assessment Authority 2010, *Victorian Certificate of Education and Victorian Certificate of Applied Learning Administrative Handbook 2010*, accessed Oct 2010, <www.vcaa.vic.edu.au/schooladmin/handbook/handbook.html>

4.3 Developing a school-based policy for late and non-submission of student responses to assessment instruments

Introduction

In Queensland's system of externally moderated school-based assessment, schools need to have policies and practices that encourage the participation and engagement of students in their learning and assessment.

Teaching needs to be supportive of the assessment process. Learning experiences in the general objectives of the subject should enable students to complete the assessment instruments and should involve students in meaningful ways. Students should be monitored as they undertake the requirements of the assessment instrument, as part of a developmental process.

There are cases, however, where students do not submit the task on or before the due date or in a complete form, or do not complete the task at all. In such instances, schools must follow the principles of QSA moderation policy **1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects**. In order to do this, schools need to develop and implement a whole-of-school policy and approach, using the principles of the QSA policy.

Purpose

This strategy provides schools with strategies for developing a school-based policy for the late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects.

Resources

This strategy should be read in conjunction with moderation policy **1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects**.

Principles

The following principles should inform school policy on late and non-submission of student responses:

- Evidence about student achievement should be gathered in a continuous process throughout the course of the teaching, learning and assessment program.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and their parents/carers.
- Procedures are enacted consistently across subjects within the school in a fair and equitable manner.
- Opportunities should be provided for appropriate members of the school staff to intervene in order to avoid cases of late and non-submission.

Judgments of student responses can only be made:

- where there is student work to match with syllabus standards descriptors
- using syllabus standards associated with exit criteria
- based on evidence available on or before the due date.

Strategies

When developing and implementing a policy for late and non-submission of student responses, schools should:

- be proactive in developing strategies to collect and gather evidence about student achievement throughout the two-year course in the teaching, learning and assessment process
- establish effective mechanisms for gathering evidence prior to student submission or completion of assessment tasks (e.g. class work, collected drafts, rehearsal notes, photographs of work, teacher observations)
- establish whole-of-school approaches to assessment practices (e.g. declared due dates for assessment tasks, measures to ensure evidence is gathered on or before the due date)
- ensure that the policy is made known to staff, students and their parents/carers, and that the procedures and processes are consistently applied across all senior Authority and Authority-registered subjects
- provide points of intervention so that teachers, parents/carers, heads of department and administration and counselling staff can prevent issues of lateness or non-submission of responses to assessment instruments.

Judgments

In cases of late and non-submission of student responses, schools should consider the following when making judgments about student achievement:

Judgments in Authority and Authority-registered subjects are made by matching student responses to assessment instruments with the standards descriptors outlined in the relevant syllabus.

Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student:

- partially completes an assessment instrument
- does not submit the assessment instrument by the due date
- does not complete a scheduled assessment instrument
- refuses to do an assessment instrument.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. A standard can only be awarded where evidence has been demonstrated. Therefore, an "E" standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it.

In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.

Sufficiency of coverage

When proactive measures outlined in the school's policy for late and non-submission have been exhausted, and a student has not demonstrated coverage of the course:

- The student may still receive a level of achievement based on available evidence matched against stated syllabus exit standard descriptors.
- Consideration should focus on the number of semesters of credit granted for a level of achievement in the subject.

- The number of semesters of credit recorded on a Senior Statement should reflect the relative coverage of the course of study.

In cases where coverage of the full range of general objectives has not been achieved, school principals should refer to the procedures outlined in the QSA memo: *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*.

Resources

School policies should be consistent with the following policies and documents:

- moderation policy **1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects**
- Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2010, <www.acaca.org.au/pdf/guidelines.pdf>
- QSA 2008, *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*, QSA Memo no 091/08, 12 November 2008, accessed Oct 2010, <www.qsa.qld.edu.au/memos/08/091-08.pdf>
- relevant QSA syllabus documents.

4.4 Developing work program requirements and work program review checklist (IN DRAFT)

Purpose

Officers of the Quality Assurance Unit participate in the syllabus revision process and have responsibility for managing the development of work program requirements and work program review checklist.

Resources

This strategy should be read in conjunction with moderation protocol **2.3: Developing work program requirements and work program review checklist**.

Guidelines

- Work program requirements and work program review checklist are published to the QSA website with the revised syllabus.
- Work program requirements and the work program review checklist are to be submitted using the relevant QSA templates

Requirements

There are a number of phases with the development of work program requirements and work program review checklist.

Phase 1: Consultation

The Quality Assurance Officer consults with:

- State Review Panel Chair
- State Review Panel Members
- other Quality Assurance Officers.

Phase 2: Development

- The Quality Assurance Officer and State Review Panel Chair work together to develop the work program requirements.
- The Quality Assurance Officer reports on the development of work program requirements to the Principal Education Officer.
- The work program review checklist is developed in conjunction with work program requirements.

Phase 3: Quality Assurance

- Work program requirements and work program review checklist are reviewed and approved by the Manager of the Quality Assurance Unit

Phase 4: Publishing

The Quality Assurance Officer completes the following steps:

- The work program requirements, the work program review checklist and the *Project brief for print and web* are forwarded through the Manager of the Quality Assurance Unit to Publishing. The electronic file is emailed to publishing@qsa.qld.edu.au.
- The web team will contact the Quality Assurance officer to request confirmation of the documents for the website.

- Once confirmed, the Quality Assurance Officer forwards the work program requirements and the work program review checklist to the Administration Officer — Approvals, Services Coordination Unit for upload to WPOnline.

Design

Course organisation

The purpose of a course organisation in a work program is to demonstrate:

- the structure of a school's proposed course
- the way in which the school's course is organised and sequenced
- the syllabus requirements for time and course coverage are met.

Therefore:

Include syllabus requirements for:	Do not include requirements for:
- Relevant time allocation - Aspects/contexts/themes/topics - Key concepts/issues - Balance - Core/electives where relevant - Embedded VET competencies where relevant	- Assessment - Descriptions or elaborations of units of work - Pedagogy requirements - Preambles, school contexts and characteristics - Delivery or instruction

Outline of intended student learning

The purpose of the outline of intended student learning in a school's work program is to demonstrate that the school will provide learning opportunities that allow students to experience scope and depth of the general objectives of the course. Intended student learning should match syllabus advice for suggested learning experiences.

In achieving that purpose, schools should provide a sample of an aspect of the course.

For example:

- 1–2 unit/s of work
- an expansion of a theme/or issue.

Therefore:

Include syllabus requirements for:	Do not include requirements for:
- Time allocation for unit/s - Number of units - Contextual learning experiences - Organising principles where relevant - Placement of unit/expansion in the course of study - Demonstration of dimensions of general objectives	- Assessment instruments - Resources

Assessment plan

The purpose of an assessment plan in a school's work program is to demonstrate that it:

- conforms to underlying principles of assessment from the syllabus
- has a range of assessment techniques and conditions consistent with syllabus requirements
- indicates what dimensions of the general objectives are being assessed by the assessment instruments
- meets the verification folio requirements
- includes post-verification assessment instruments.

Therefore:

Include syllabus requirements for:	Do not include requirements for:
• Techniques, word lengths, conditions (matched to syllabus) • Formative, summative • Meeting mandatory requirements • Student profile — overview of plan • Syllabus assessment principles • Dimensions being assessed by each instrument	• Completed student profile

4.5 External review of Authority-registered subjects

An external review is conducted in order to gather evidence to determine whether the school's processes for the management of quality assurance conform to the *Requirements for the quality assurance of student achievement*[10]. External reviews support schools in meeting the quality assurance requirements.

There are two modes of external review:

- school-based review — an officer of the Quality Assurance (QA) unit visits the school
- QSA-based review — the school submits materials to the QA unit for review.

Schools will be notified in writing whether they are to participate in a school-based or QSA-based external review.

Before the external review

Prior to the external review, the school will:

- have conducted an internal review
- collect evidence of any corrective or preventive actions identified as a result of the internal review
- compile the evidence required as outlined in the external review checklist
- note the requirements of the external review notes
- notify school personnel of the external review so that they are available should there be the need to discuss aspects during the external review. Personnel may include:
  - teachers of Authority-registered subjects
  - heads of department/subject area coordinators
  - school moderator and/or their nominee.

Procedure for school-based external review

A school-based external review will take 2 to 3 hours. The format is as follows:

- a short initial meeting between the school moderator and/or nominee and the QA officer
- the QA officer undertakes the review
- the school moderator and/or nominee meet with the QA officer for debriefing.

Schools are asked to have available:

- completed annual internal review notes and supporting evidence, where indicated, for each year since the last external review
- relevant Forms R12 for each SAS offered by the school
- current approved study plans
- two sample student folios from the current Year 12 cohort for each SAS offered at the school, which show evidence of the school's use of the relevant criteria and standards (e.g. task sheets and samples of student work)
- annotated sample student folio/s that identify the match of the qualities of a Sound Achievement (National Reporting System) Level 3 in literacy and/or numeracy. A sample folio should be provided for each year that a short course in literacy and or numeracy was offered, since the previous external review

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[10] As set out in the QSA handbook: *The Quality Assurance of Authority-registered Subjects*, QSA 2008, accessed Oct 2010, <www.qsa.qld.edu.au/10774.html>

- annotated sample student folio/s, for each year since the previous external review, that notional sound/s were used to meet literacy and numeracy requirements of the QCE. Sample folio/s should be annotated to show how the student satisfied the requirements for a notional Sound Achievement. Further information is available in QSA's *QCE Handbook*[11]

- the school's current documentation that addresses the following QSA policies:

  - **1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects**

  - **1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects**

- access to relevant personnel should the need arise

- a secure and private workspace

- access to power for laptop computer.

Procedure for QSA-based external review

An external review is conducted by a QA officer. The procedure is as follows:

- a QA officer will contact the school to arrange the review

- the school organises the timely delivery of the necessary materials and documentation to the relevant QA officer

- the QA officer conducts the external review

- the school will be contacted by the QA officer following the external review.

Schools are required to submit:

- completed annual internal review notes and supporting evidence, where indicated, for each year since the last external review

- relevant Forms R12 for each SAS offered by the school

- current approved study plans

- two sample student folios from the current Year 12 cohort for each SAS offered at the school, which show evidence of the school's use of the relevant criteria and standards (e.g. task sheets and samples of student work)

- annotated sample student folio/s that identify the match of the qualities of a Sound Achievement (National Reporting System) Level 3, in literacy and/or numeracy. A sample folio should be provided for each year that a short course in literacy and or numeracy was offered since the previous external review.

- annotated sample student folio/s, for each year since the previous external review, that notional sound/s were used to meet literacy and numeracy requirements of the QCE. Sample folio/s should be annotated to show how the student satisfied the requirements for a notional Sound Achievement. Further information is available in QSA's *QCE Handbook*[10]

- the school's current documentation that addresses the following QSA policies:

  - **1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects**

  - **1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects**.

Ensure submission is delivered to QSA head office prior to the scheduled external review date. Requirements may be submitted electronically or in paper-based format.

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[11] QSA 2010, *QCE Handbook*, accessed Oct 2010, <\www.qsa.qld.edu.au/3180.html>

After the external review

The completed external review notes (report) will be forwarded to the school principal by the QSA within two weeks of the review. This report will provide the school with guidance to address areas of nonconformance.

4.6 Form R3 advice

Purpose

These strategies are intended to give review panels and schools:

- a common set of principles related to advice provided at monitoring
- common language for moderation issues to be used by all review panels
- a consistent approach to dealing with moderation matters
- language and approaches that support school-based assessment
- clear messages about the nature of moderation advice, and the underpinning principles behind panel advice to schools.

Resources

This strategy should be read in conjunction with moderation protocol **2.8: Form R3 advice**.

Guidelines

	Rationale	Inappropriate wording	Preferred wording
Quality of assessment instruments	Panel comments should refer to the demonstration of syllabus objectives and descriptors.	"Good opportunities for students … "	"Sample assessment instruments provide opportunities for: • coverage of the identified aspects of the course" • students to demonstrate their ability in the relevant criteria" • students responses across the range of standards A–E"
Work programs	Schools implement syllabuses, not work programs. The work program is a plan of the school's implementation of the syllabus.	"The work program has not been followed …"	"Although the work program has not been followed, syllabus requirements have been met."
Profiles	Profiles are a record of student achievement, not a tool for making decisions about student achievement.	"Profile reads as D D C, therefore … "	"Evidence in the sample folio indicates that the match of the qualities of student work with syllabus standards descriptors …"
	Panel advice should refer to the match of evidence in sample folios with syllabus descriptors.	"Profiling errors means that the students should be placed at …"	
	Advice at monitoring is about the effectiveness of assessment, the match of school judgments of student responses with syllabus descriptors and the appropriateness of interim level of achievement decisions. Advice about relative achievement is provided at verification.	"Panel recommends placement at VHA 2"	

	Rationale	Inappropriate wording	Preferred wording
Finding evidence to support school judgments	Monitoring provides advice about sample folios of student responses at an interim point in the course of study, not at exit. Students will not have had the opportunity to demonstrate all aspects of the standards as described at exit.	"Students have not met the Exit standards …"	"Panel found evidence of …"
	Panels provide advice about the match of the qualities of student work with the syllabus descriptors. Schools consider this advice when making assessment decisions in the further implementation of the course of study up to verification.	"Panel has moved student … "	"Panel found evidence of …"
	Advice is based on cited evidence only.	"Panel agrees with the school …" "Panel feels …"	"Panel found evidence of …"
	Panels provide advice on the body of evidence in the folio. They do not remark or regrade student work.	"On Task B the student is a C–, C+, B. Panel recommends they are in fact D+, C–, C+ …"	"Judgments about the evidence in sample folio X indicate that …"
	Advice should relate to evidence in sample folios.	"Student work is appropriately marked, and indicates the school is making good decisions."	"Evidence in the sample folios supported the standards and level of achievement decisions of the school."
	The panel comment cites the syllabus standards, which promotes consultation.	"change student A grade from VHA to HA"	"The evidence provided does not support the placement of Folio A at VHA. The lack of … in the … criterion is more indicative of a HA."
	Advice must be based on the evidence available and the requirements of the syllabus.	"The panel strongly recommends that students be penalised for length of response under synthesis or communication tasks rather than taking 1/3 of a grade from all criteria."	"Judgments about student responses must be based on syllabus requirements and the match of the qualities of the student work with the syllabus descriptors."
	Schools have a variety of approaches to providing feedback. There is no formal stipulation about the amount of feedback required; therefore, this is out of panellists' scope.	"Insufficient feedback"	[No advice required]

4.7   Form R6 advice

Purpose

These strategies are intended to give panels and schools:

- a common set of principles related to advice provided at monitoring
- common language for moderation issues to be used by all review panels
- a consistent of approach to dealing with moderation matters
- language and approaches that support school-based assessment
- clear messages about the nature of moderation advice, and the underpinning principles behind panel advice to schools.

Resources

This strategy should be read in conjunction with moderation protocol **2.9: Form R6 advice**.

Guidelines

	Rationale	Inappropriate wording	Appropriate wording
Work programs	Schools implement syllabuses, not work programs. The work program is a plan of the school's implementation of the syllabus, and issues should have been dealt with during approval processes.	"The work program has not been followed …"	"Syllabus requirements have not been met …" or "Although the work program has not been followed, syllabus requirements have been met."
Relative placements of samples	Submissions provide samples that support schools' judgments about levels of achievement, not about individual students' achievement.	"Sample students ... " "Student B ... "	"Sample folios ...", "Folio B ... "
	The Form R6 records panel recommendations and the consultation process. It opens up discussion; it does not give instructions.	"Panel has moved student …"	"On the evidence available, panel recommends placement at …"
	Schools consider this advice when making assessment decisions in the further implementation of the course of study up to exit.		[No advice required]
	Panels give point-in-time advice based on evidence. They do not predict the future.	"Student D could exit on VH1 if she performs at an A– level in final assessment."	[No advice required]

	Rationale	Inappropriate wording	Appropriate wording
Standards	The panel comment cites the syllabus standards, which promotes consultation.	"change student A grade from VHA to HA"	"The evidence provided does not support the placement of folio A at mid-VHA. The lack of … in the … criterion is more indicative of a threshold VHA."
	Panels give advice based on cited evidence only.	"Panel agrees with the school …" "Panel feels …"	"Panel found evidence to support …"
Judgments and recommendations	Panels provide advice on the body of evidence in the folio. They do not remark or regrade student work.	"On Task B the student is a C–, C+, B. Panel recommends they are in fact D+, C–, C+ …"	"Judgments about the evidence in sample folio X indicate that … "
	Wherever possible, advice should relate to evidence in sample folios.	Student work is appropriately marked, and indicates the school is making good decisions.	Judgment of standards and level of achievement decisions were substantiated by evidence in the sample folios.
	Panels do not remark or regrade student work.	"Not all language errors have been detected on student scripts"	
	Advice must be based on the evidence available and the requirements of the syllabus.	"The panel strongly recommends that students be penalised for length of response under synthesis or communication tasks rather than taking 1/2 of a grade from all criteria."	"Judgments about student responses must be based on the requirements of the syllabus."
	Schools have a variety of approaches to providing feedback. There is no formal stipulation about the amount of feedback required; therefore this is out of panellists' scope.	"Insufficient feedback"	[No advice required]
Evidence	Advice is based on the evidence provided and the syllabus standards.	"Student A research component grade inflated; need more evidence."	"Folio A does not demonstrate sufficient evidence in the … criterion to justify the standard … awarded."
	If no change of placement is recommended, no comment is necessary. If there is insufficient evidence to justify a school decision, the panel needs to comment on this.	"There was a general agreement on the student placements but concern about a general lack of referencing and identification of sources which detracts from the … criterion."	[No advice required]

	Rationale	Inappropriate wording	Appropriate wording
Other	Use of the Form R5 or subject-specific condition sheets is not mandatory if implementation conditions are outlined on the instrument description sheet.	"No R5s have been provided."	[No advice required]
	Panels should provide advice based on the syllabus criteria and standards. Judgments about student achievement are made by matching evidence with the exit criteria and standards in the syllabus.	"Cut-off for student A should be 26 (30–26) not 30–25"	[No advice required]
	Profiles are a record of student achievement. Panel advice should concern evidence in folios, not promoting mechanistic approaches to arriving at decisions.	"Profile reads as D D C, therefore …" "Profiling errors means that the students should be placed at …"	"Evidence in the sample folio indicates …"

4.8   Making judgments about student achievement

Purpose

This strategy provides information to schools making, and panels seeking to support, judgments about student achievement using evidence in student responses to assessment instruments.

Resources

This strategy should be read in conjunction with moderation protocol **2.17: Using evidence to make judgments about student achievement**.

Scope

This strategy explains how schools use evidence to make judgments about student achievement and the processes for panels when looking for evidence of the match of the qualities of student with the syllabus dimensions and standards.

Principles

* Schools make judgments about student achievement using evidence of the match of student responses to assessment instruments with the syllabus dimensions and standards associated with exit.

* Teachers use instrument-specific criteria and standards drawn from the syllabus dimensions and standards descriptors to make judgments about student responses to assessment instruments.

* Syllabus exit standards descriptors, minimum requirements for levels of achievements at exit and principles of assessment inform exit level and relative achievement decisions.

* Review panels look for evidence of the school's match of the qualities of student work with the syllabus standards descriptors.

Guidelines

Using evidence to make judgments

Schools and panels use the same evidence for different purposes when making decisions about student achievement:

* Schools use evidence about student responses to assessment instruments collected as part of the teaching, learning and assessment program to make judgments about standards and decisions about achievement.

* Panels look for evidence from student responses to assessment instruments collected in a sample folio to support judgments about standards and decisions about interim, proposed and exit levels of achievement made by schools.

* *Submission-based evidence* provides information about the school's match of instrument-specific criteria and standards with student responses across the cohort. This information is not specific to a folio and further *direct/indirect evidence* would need to be provided if *submission-based evidence* did not substantiate judgments.

* Judgments about student achievement are made by matching the evidence in student responses with instrument-specific criteria and standards drawn from the syllabus dimensions and standards.

- Decisions about student achievement must be made, and be able to be described and justified, using standards descriptors; non-verbal and numerical marking schemes, if used, must explicitly identify the qualities of the standards to be demonstrated and how responses are to be matched to the words of the standards in a meaningful way.

- Level of achievement and relative achievement decisions must be made using syllabus standards descriptors, *Principles of exit assessment* and *Awarding exit levels of achievement*. Aggregating achievement in each dimension, or assigning numerical values to arrive at a level of achievement, does not allow for consideration of the quality of achievement in each of the dimensions across a range of assessment techniques and conditions and the on-balance achievement of the standards descriptors at exit.

Use of evidence by schools

Schools choose folios of particular students to submit to QSA moderation panels as samples of school judgments of student achievement at, usually, typical and threshold standards within a level of achievement. Schools use evidence to:

- make judgments about student responses to assessment instruments by:
  - matching the qualities of student work with the relevant syllabus descriptors
  - judging, on-balance, the match of descriptors to a particular standard
- make decisions about interim, proposed and exit levels of achievement and relative achievement using a folio of student work by :
  - considering the coverage of the syllabus dimensions and the mandatory aspects across the exit folio of responses to summative assessment instruments
  - considering syllabus assessment requirements for coverage of a range of assessment techniques and conditions, principles of assessment and achievement of exit standards descriptors
  - looking for evidence of the appropriate match of student achievement with the relevant syllabus exit descriptors
  - making a judgment of student achievement in the dimensions of the syllabus and matching those judgments with the syllabus requirements for making an exit level of achievement decision.
- make decisions within a level of achievement using a folio of student work for the purpose of inclusion in a moderation submission by:
  - looking for the match of student achievement with the relevant syllabus exit standards
  - looking for the extent to which those descriptors have been achieved across the dimensions of the syllabus at a:
    - threshold, minimum, typical or better-than-typical standard
    - standard above or below the proposed level of achievement.

Use of evidence by panels

Review panels look for evidence to support school judgments about student responses in sample folios at monitoring, verification and at exit. Judgments about student achievement have already been made by teachers in schools. Panels do not make judgments about student work but seek to support judgments already made by looking for the match of school decisions with the evidence of level of achievement decisions that the school presents. When reviewing sample folios, review panels look for:

- evidence to support school judgments of the match of student achievement with the syllabus standards descriptors and interim and proposed levels of achievement
- the match of the on-balance judgment of the evidence in the folio with the exit standards using evidence:

- in student responses to the assessment instruments in sample folios

- across the sample folio of the match with the syllabus exit descriptors.

Panels use evidence to provide advice and recommendations about a school's:

- match of the qualities of student work with the syllabus descriptors

- on-balance judgments of the match of descriptors to a particular standard

- interim, proposed and exit levels of achievement and relative achievement of sample folios of student work by considering:

  - coverage of the syllabus dimensions and the mandatory aspects across the exit folio of responses to summative assessment instruments

  - syllabus assessment requirements for coverage of a range of assessment techniques and conditions, principles of assessment and achievement of exit standards

  - student achievement in the dimensions of the general objectives and matching those judgments with the syllabus requirements for making an exit level of achievement decision

- relative achievement of sample folios by:

  - looking for the match of student achievement across the relevant syllabus exit descriptors

  - looking for the extent to which those descriptors have been achieved across the dimensions of the syllabus at a:

    - threshold, minimum, typical or better-than-typical standard

    - standard above or below the proposed level of achievement.

Panels provide advice to schools about folios of student work submitted as samples of the school's judgments of student achievement. As panel advice relates to sample student folios, schools must then consider the extent to which that advice has implications for the level of, and relative achievement of, non-sample student folios.

4.9   Using the Form R7

Purpose

This strategy informs schools about when the Fax Form R7 should be used to request changes to an agreed verification proposal at exit.

Scope

This strategy is intended to assist schools when deciding about the need for formal consultation with review panel chairs about proposed changes to an agreed-to exit distribution using the Fax Form R7.

Principles

- Schools initiate the Fax Form R7 consultation.
- All changes requested on a Fax Form R7 must be based on evidence found in student responses to assessment instruments completed after verification and prior to exit.
- All significant changes to a Form R6 require consultation with the review panel chair.

Guidelines

When deciding on the initiation of consultation with a review panel chair by the use of a Fax Form R7, schools should consider the following:

- All changes in the distribution of levels of achievement between the agreed verification proposal and exit proposal require consultation with the review panel chair, initiated by a Fax Form R7.
- In **small and intermediate** groups (less than 14 OP-eligible students), all changes in rung allocation between the Agreed column and Exit column require consultation with the review panel chair.
- In **large** groups (14 or more OP-eligible students), any *significant* changes in the relative achievements of students between the Agreed column and Exit column require consultation with the review panel chair. Examples of significant changes include:
    - a change to a rung placement of a student or students that has a significant impact on students:
        - on the same or adjacent rungs
        - who are not on adjacent rungs
        - within the same level of achievement
        - in other levels of achievements
    - a change which is part of a general and similar movement for a number of students within a level of achievement, or across levels of achievement
    - a change which is part of an upward movement for a student or a number of students while other students do not move or are moved downwards (e.g. the top student in the cohort moves up while others do not).
- If a school is unsure of whether a change is significant, the school is advised to submit a Fax Form R7 to enable the panel to support the school's judgments.

Abbreviations and acronyms

ACACA	Australasian Curriculum Assessment and Certification Authorities
ACER	Australian Council for Educational Research
AQTF	Australian Quality Training Framework
DRPC	district review panel chair
FP	Field Position
LOA	level of achievement
OP	Overall Position
QA	Quality Assurance
QAU	Quality Assurance Unit
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
QCS	Queensland Core Skills (QCS) Test
QSA	Queensland Studies Authority
RPC	review panel chair
SAI	subject achievement indicator
SAS	Study Area Specification
SDCS	Student Data Capture System
SEO	Senior Education Officer
SRPC	state review panel chair
TEPA	Queensland Tertiary Procedures Authority
VPR	variable progression rate