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Random Sampling of Assessments in Authority Subjects 2007 Report

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Summary

Random sampling of school judgments of student achievement in Authority subjects (the random sampling project) is one of the Queensland Studies Authority's (QSA's) quality assurance procedures for Senior certification. It has been conducted annually since 1994.

The principal purpose is to evaluate the quality of school-based assessment programs and the comparability of teacher judgments of student achievement in Authority subjects across the state after Senior Certificates have been awarded. The key question for the random sampling project is therefore:

> *How consistently do teachers apply statewide standards in determining students' levels of achievement in Authority subjects?*

The focus for this 2007 report was students completing Year 12 in 2006. The approach was similar to that of previous years although, unlike the past two years, no small and intermediate groups (fewer than 14 students) were included. In this year's random sampling, folios from students who did not complete all four semesters were included in the review to provide information about judgments made at different exit points.

For selected Authority subjects, a random sample of schools submitted the exit folios of a stratified random sample of, usually, seven students. Where the subjects selected had either 13 districts or a number of combined districts, review panellists for that subject from a panel in another district reviewed each school submission of folios.

Panellists were asked to allocate a Form R6 rung placement to each sample folio and to comment on each submission.

Findings

- 1800 folios were reviewed from 261 school submissions involving 167 schools across 11 subjects.
- Overall, there was substantial agreement between panels and schools: 88 per cent of the folios were placed in the same level of achievement by both the random sampling panel and the school; 87 per cent differed by no more than one-third of a level of achievement (three rungs or fewer).
- At 88 per cent, the percentage agreement within a level of achievement was within the range recorded for other years.
- The greatest differences were recorded for Ancient History, Graphics and Mathematics A. The differences recorded for Graphics, however, are less than in 2006 when it was also reviewed.
- Statements about aspects of schools' submissions may provide some explanation for the differences:
  - A number of Ancient History submissions were considered to have problems with grading (13 submissions) and several, according to random sampling panels, did not provide opportunities for a range of achievements (six submissions)
  - Graphics submissions were more likely to have elicited comment for not having a broad coverage (five submissions), failing to discriminate sufficiently between student responses (five submissions) and for the grading (six submissions).
  - Feedback about submissions for Mathematics A was generally positive and SEO reviews of two submissions indicate that in one case the random sampling review panel judgments may have resulted in overestimated differences.

- Random sample panels in two particular districts were more inclined to agree with schools' judgments from other districts. However, schools from these districts were more likely to have registered large differences by other random sampling districts.
- Serious disagreement (defined as eight or more rung differences with a level of achievement difference) was recorded for 2 per cent of folios, a figure which is within the range for previous years.
- Based on the level of disagreement recorded by random sampling panels, Senior Education Officers of the QSA requested 16 submissions for further review. Subjects requested were Ancient History, Information Processing & Technology, Graphics, Mathematics A, Physical Education, Modern History and Economics. Following this review, further follow-up was recommended for some subject areas.
- Random sampling review panels generally found that the assessment packages provided broad course coverage (90 per cent) but were less likely to agree with grading. In particular, a number of submissions for Ancient History, Physical Education, Modern History and Graphics were identified.
- Despite registering a low absolute mean, two Physical Education submissions were requested for review owing to a lack of audiovisual evidence. Panels had identified problems with grading as well as the ability to provide for a range of student achievements and to discriminate between responses.

Conclusions

- The random sampling project supports the view that the school-based assessment and moderation process for Authority subjects continues to be an effective quality-assurance process, valued by schools and panels.
- The sampling methodology this year resulted in a small increase in the total sample size, but the number of subjects sampled was reduced to 11, the smallest number since the first study in 1994 (10 subjects were sampled) and therefore provides feedback on fewer subjects.
- Independent reviews conducted by Senior Education Officers have provided valuable feedback about practice at both school and systemic levels. Some issues identified for Ancient History and Modern History may require further investigation.
- The analysis of panel responses to the five statements about significant aspects of submissions identified more disagreement with the statements about compatibility of grading with syllabus standards as well as the grading awarded — in particular for Ancient History.

Recommendations

- Future samples of student folios could be increased to 2000 or more to improve reliability of the findings. However, this is subject to the level of funding.
- Decisions about the number of schools per subject and the selection of subjects should try to ensure that a balanced and representative sample is achieved.
- Incidences of large rung differences in some subjects should be monitored further. In particular, the compatibility of grades awarded in relation to syllabus standard descriptors should be investigated further.
- Differences identified with Ancient History should be considered by state panels and District Panel Chairs at the annual conferences and state panel comparability meetings in 2007.

Detailed Report

1. Background

1.1 Purpose

Random Sampling of Assessments in Authority Subjects (the random sampling project) contributes to the processes of moderation for the levels of achievement awarded on the Senior Certificate. The random sampling project has been conducted each year since 1994. Its purposes are to:

- evaluate the quality of school-based assessment and the comparability of teacher judgments of student achievement in Authority subjects across the state. That is, to assess the strength of school decision-making in the system of school-based assessment for senior certification
- provide information on the quality of assessment procedures and assessment judgments in various subjects and identify schools that need further assistance
- identify, at a systemic level, any issues concerning assessment and moderation that need further investigation.

The process of reviewing student folios for the random sampling project occurs in the year after the students have left school and after they have been awarded their Senior Certificates. Thus, the outcome does not influence the awarding of levels of achievement for that cohort of students. Rather, the random sampling project checks the quality of the school-based judgments after they have been made. However, feedback provided to the sampled schools can contribute to the calibration of their future judgments. As well, the findings can contribute to further improvements in moderation processes.

1.2 Contribution to senior moderation

Moderation is the set of processes designed to:

- support the integrity of school-based assessment in Authority subjects
- strengthen the quality of teacher judgments of student achievement in Authority subjects
- ensure a high degree of comparability in certified levels of achievement in Authority subjects
- maintain the credibility and acceptability of the Senior Certificate.

Moderation begins with the **approval** of work programs for Authority syllabuses. Other key processes of moderation are **monitoring**, **verification**, **confirmation** and **random sampling**.

Monitoring of Year 11 folios occurs at the end of the first half of a course, that is, at the end of Year 11. Student folios are collected in November for a meeting of review panels the following February. Review panels consider evidence of the school's delivery of their courses of study and of their programs of assessment. They also consider school judgments of student achievement in Authority subjects, based on a sample of student folios from each school. Advice is given to schools early in Year 12 so that schools can be helped with, or reassured about, how they are delivering their approved courses of study and about their standards judgments.

Verification occurs towards the end of Year 12. Schools submit sample student folios in September each year, for the verification meeting in October. School submissions of a sample of student folios in each Authority subject offered by the school are sent to the relevant (usually district) review panel. These submissions consist of a sample of folios of students about to complete the course of study, together with the school's judgments of interim levels of achievement for those students. Panellists survey the folios for evidence to confirm the school's

judgments, confer with other panellists (and in the case of different opinions, the Chair), and formulate advice to the school. If the panel cannot confirm a school's proposal, consultation between the school and the panel chair takes place. Where agreement cannot be reached between the school and the Chair on all sample folios in a submission, the complete submission is sent to the relevant state review panel for further consideration.

The role of the state review panel is to check that comparable standards are maintained in their subject across all districts. They do this by examining sample submissions from each district and validating the judgments of the district panels.

Confirmation occurs following completion of Year 12. Schools forward their *exit* proposals for levels of achievement to the office of the QSA immediately after the finishing day for Year 12 in November. The period between receipt of schools' proposals for exit levels of achievement and the printing of Senior Certificates is referred to as the "confirmation period". Officers of the QSA review any changes to the levels of achievement that had been agreed to at verification. Legitimate changes can occur as a result of assessment in the final term of Year 12. The confirmation phase concludes when the QSA reaches agreement with the school on its proposed results for recording on students' Senior Certificates.

Random sampling focuses on student *exit* folios. This means that it occurs after the Senior Certificates have been issued. No changes in the recorded results on Senior Certificates occur as a consequence of random sampling.

The title "random sampling" refers to the sampling of schools and students. However, subjects are not randomly selected, and some (smaller) subjects were not previously randomly sampled at all. Subjects typically have been selected on the basis of their size (total number of students), stage of implementation or implementation issues.

Schools are chosen randomly within each subject. In the past, to be included, the school needed to have a large group (14 or more students) in that subject. Small (nine students or fewer) and intermediate (10–13 students) groups were not generally included because most of these students' work was assumed to have already been reviewed by their district or state panel. However, this discounted the value of including such groups to allow these groups to be reviewed by other districts, which is a key aspect of the random sampling project. From 2005 some small and intermediate groups were included and the number of folios per school (submission) was reduced from nine (as in previous years) to seven to reduce the load on panels.

For each chosen group, a random sample of students is selected, stratified by levels of achievement awarded to the students. The school is asked to provide the exit folios for these students (known as the *random sampling submission*) including each student's level of achievement and rung placement (recorded on the Form RS1).

Random sampling submissions are allocated randomly to other districts. The other district panel is referred to as the *random sampling review panel* when it is reviewing random sampling submissions.

District review panels (DRPs), acting as random sampling review panels, review random sampling submissions in February at the same time that panels meet for Year 11 monitoring.

Previous random sampling reviews have only included folios of students who have completed all four semesters of a subject. In this year's random sampling folios for students completing one–three semesters have also been reviewed to provide feedback about judgments made at different exit points. Panellists were instructed to allocate a level of achievement appropriate to the work that had been completed at the time and in the context of what would have been expected at that stage.

2. The project design

2.1 Sampling procedure

This random sampling project focused on the Year 12 cohort of 2006.

Subjects were selected deliberately to include those with large statewide enrolments as well as other subjects of interest, such as those that had not previously been sampled or had not been sampled in recent years. Strategic interests included:

- subjects not selected for two or more years (Ancient History, Modern History, Economics, Legal Studies, Maths A, B & C, Physical Education, Information Processing & Technology)
- subjects with Year 12 for the second time on a new or revised syllabus (Ancient History, Modern History, Economics, Information Technology Systems, Information Processing & Technology, Physical Education)
- subjects which have had high "inter-rater" variation in previous random sampling reviews (Graphics and Information Technology Systems)

For subjects with 13 QSA district panels, *schools* were selected randomly within each of the districts across the state under the following constraints (where possible):

- only include large subject-groups (at least 14 students)
- no more than four subject-groups from one school
- a maximum of 26 school subject-groups for any one subject.

In 2005 the number of folios per school (submission) was reduced from nine (as in previous years) to seven to differentiate random sampling process from monitoring and verification. This is the third year in which seven submissions have been sampled.

A stratified random sample of student folios was selected within each school subject-group (submission) with the following specifications:

- folios are selected by the QSA, not the school
- if there are fewer than the required number of folios at any given level of achievement, select from the next level of achievement (moving towards the centre)
- if there are fewer than two SA folios, select from folios, in turn, from HA, VHA, LA, or VLA.

Generally, seven folios were requested per submission.

The outcome of this selection process is shown in Table 1. The final number of submissions was 262. The number of folios received was 1821 (versus the targeted 1834) — some of the requested folios were unavailable because they were required for other purposes, such as requests for verification of Senior Certificate or review of Tertiary Entrance Statement results. Of the 1821 folios received, a further 21 were not reviewed by the random sampling review panel as there was insufficient evidence or missing information to make a judgment.

Subjects were distributed across 127 panels.

Table 1: Requested and received submissions and folios for the selected subjects

Subject	Number of schools	Number of folios requested	Number of folios received	Number of folios reviewed
Ancient History	26	182	180	180
Economics	16	112	110	109
Graphics	26	182	180	178
Information Processing & Technology	26	182	180	179
Information Technology Systems	12	84	84	84
Legal Studies	26	182	180	178
Mathematics A	26	182	182	179
Mathematics B	26	182	182	182
Mathematics C	26	182	179	179
Modern History	26	182	182	177
Physical Education	26	182	182	175*
Total	**262**	**1834**	**1821**	**1800**

* The random sampling panel stated that they were unable to verify the placement of students for one submission of seven folios of student work as there was insufficient evidence for the random sampling panel to make a judgment. This submission was referred to the QSA for further review by officers of the QSA.

A full list of all subjects sampled over the 14 years of random sampling is contained in Appendix C.

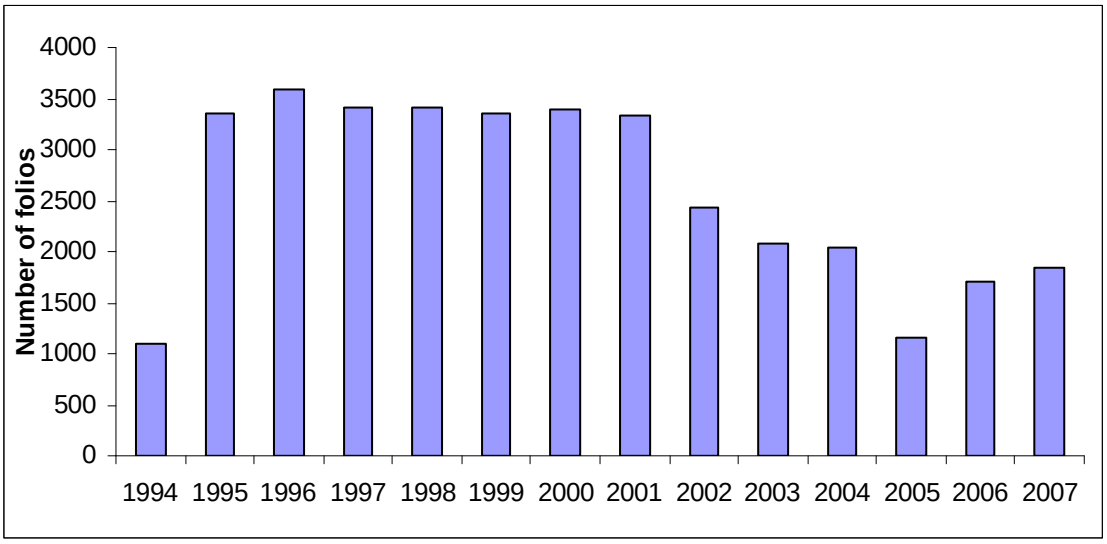
Most schools were required to provide only one submission. No schools were requested to provide more than five submissions (see table 2).

Table 2: Number of submissions requested from schools

Number of submissions	Number of schools
1	103
2	41
3	16
4	6
5	1
Total schools	167

Following the recommendation in the 2005 Random Sampling report, the sample size was further increased this year.

Figure 1: Number of folios sampled for review by random sampling review panels by year



2.2 Random sampling review panel procedures

Members of the district review panels (acting as random sampling review panels) examined each of the folios in the school submissions allocated to their panel and decided a specific rung placement (ten rungs within each level of achievement). Two panellists reviewed each submission independently. Following discussion between the panellists to reach consensus and usually in consultation with the district review panel chair, the panel judgments were recorded.

District panellists were provided with advice about how to ensure two independent reviews of the two submissions allocated to their district took place (see below).

Advice to district panellists

Panellists will need to exchange submissions so that both panellists can consider each submission. There are two options available for this exchange. The DRPC should discuss the alternatives with the two chosen panellists, and inform the District Coordinator of the method to be used by the panel.

Option 1

Panellists can arrange to meet briefly and exchange submissions. The second submission is then pre-reviewed in the panellist's own time. After the second pre-reviewing, panellists meet again for approximately one hour to reach consensus on the two submissions. This meeting could be held before, after or on the day of the Monitoring meeting. If the meeting is on the day of Monitoring, then it could be at the time set aside during the meeting, or after all Monitoring submissions have been completed, or before the Monitoring meeting.

This option is appropriate if the panellists live or work near each other. Submissions are not to be posted between panellists.

Option 2

After undertaking independent pre-reviewing of one submission, panellists meet, and at this meeting exchange and independently pre-review the second submission and reach

a consensus on both submissions. This meeting could be held before, after or on the day of the Monitoring meeting. If the meeting is on the day of Monitoring, then it could be at a time set aside during the meeting, or after all Monitoring submissions have been completed, or before the Monitoring meeting.

If the panellists do not live or work near each other it would be most appropriate for them to meet to pre-review the second submission and reach consensus on the day of the Monitoring meeting.

Where it is proposed that the consensus meeting (at which the second random sampling review takes place) be held on the day of Monitoring, the DRPC should determine the viability of such a meeting after considering the Monitoring workload of the panel as a whole.

Panellists were asked to complete a summary form rating each submission (of seven folios) on six characteristics of assessment and application of standards.

2.3 Analysis of results

Rung-achievement placements allocated by schools and random sampling review panels were converted to a numerical scale of 1–50. The calculation of rung or level difference was computed by subtracting the school's exit rung (or level) placement from that of the panel. Negative differences therefore mean that the panel judged the schools' placement to be lower.

2.4 Review by Senior Education Officers

Folios with a significant difference (defined as eight or more rungs difference) between school judgment and panel judgment were identified and the following criteria were used to select submissions for further review by Senior Education Officers (SEOs):

- eight rungs or more difference for at least one student
- three or more students identified as having a change to rung level and/ or level achievement
- the random sampling review panel identified serious concerns with:
  - assessment package
  - meeting syllabus requirements
  - insufficient evidence available to support overall standards awarded.

Senior Education Officers independently reviewed these submissions and, after comparing the school judgment with the panel judgment, determined the appropriate action to be taken. Follow-up involved one or more of the following:

- schools contacted and provided with support in areas where difficulties were identified
- home district panel chairs contacted to discuss identified difficulties
- random sampling district panel chairs contacted to discuss aspects of the review.

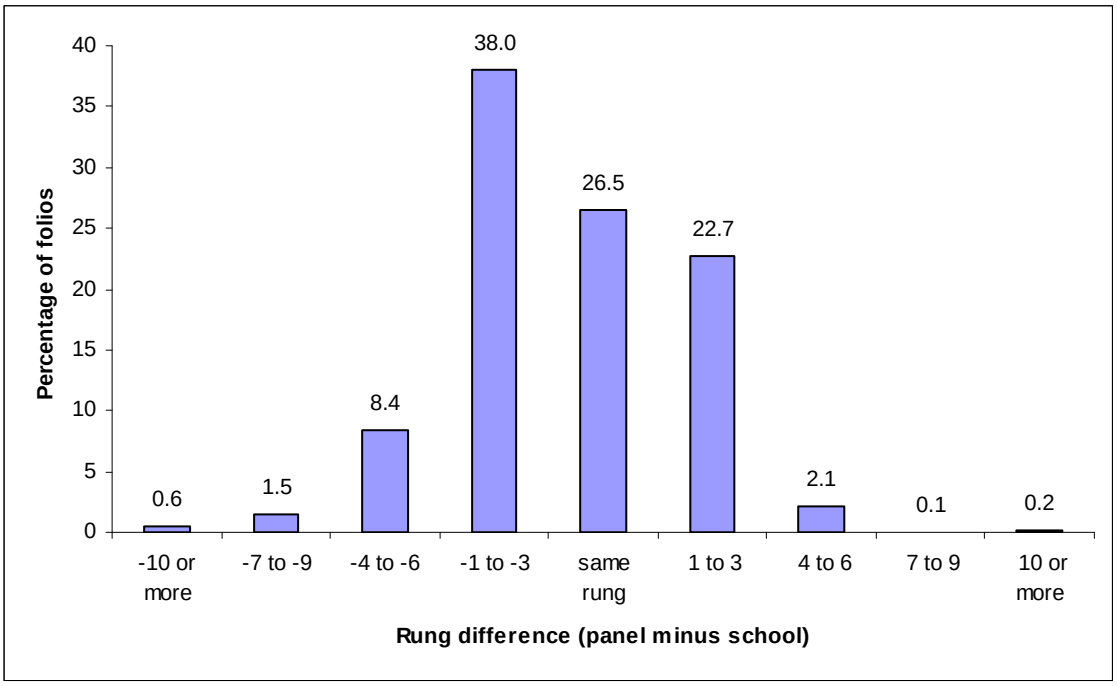
In addition, the information gained from this review provided input to the format of future professional development sessions in specific subject areas.

3. Findings

3.1 Overall differences

The random sampling panels were asked to comment on the standards evident within each school submission as applied by schools. As shown in Figure 2, 26.5 per cent of folios had no rung difference and 87 per cent were found to have been appropriately placed to within **three rungs** on the form R6 by their schools. As noted in previous studies, there is a greater tendency for random sampling review panels to rate folios lower than the schools.

Figure 2: Distribution of rung differences for folios



There was a high level of agreement between the random sampling reviewing panels and the schools about **levels of achievement** awarded to folios. Figure 3 overleaf indicates that reviewers found that 87.9 per cent of the levels of achievement awarded by the school were able to be supported. While a number of folios (9.8 per cent) were judged to have been placed one level of achievement too high at exit, 2.1 per cent of folios were found to have been awarded one level too low.

Figure 3: Distribution of level of achievement differences for folios

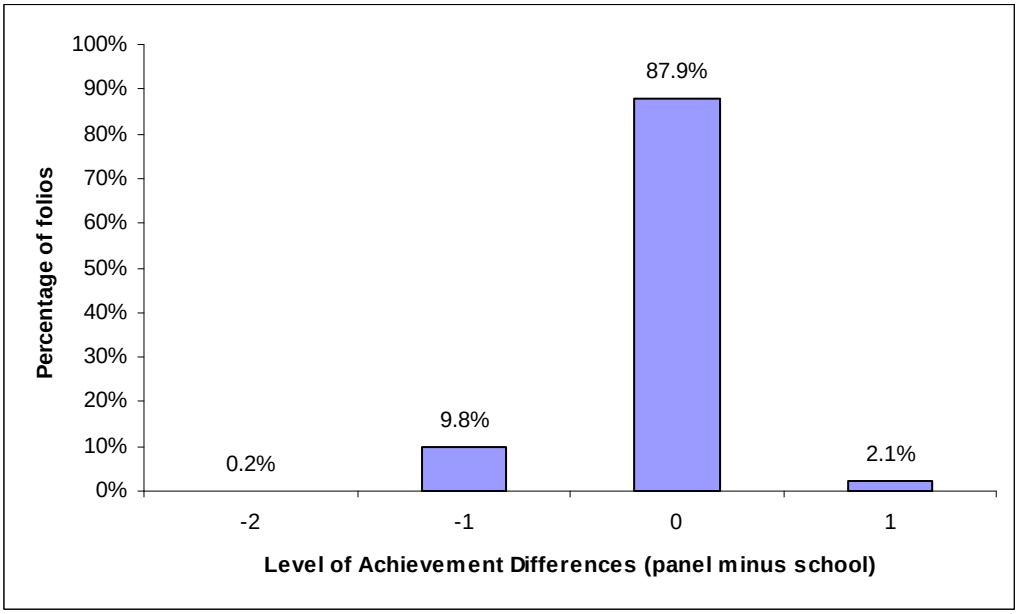


Figure 4 shows that there has been some variation over time (between 79% and 93%) in the percentage of folios considered by random sampling review panels to be placed appropriately in terms of level of achievement overall. The current result is consistent with previous years.

Figure 4: Comparison of percentage placed in same level of achievement

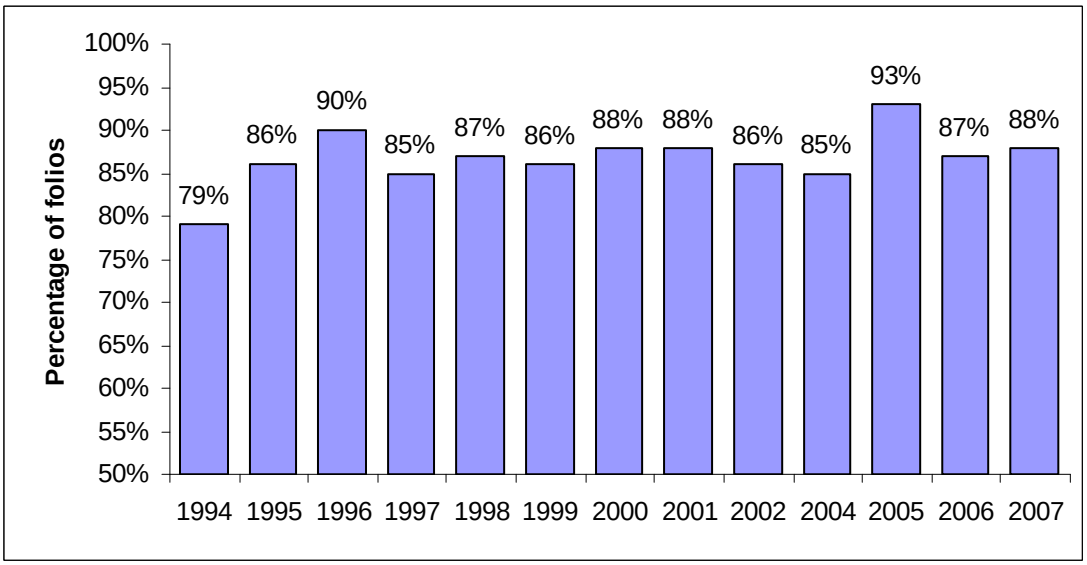
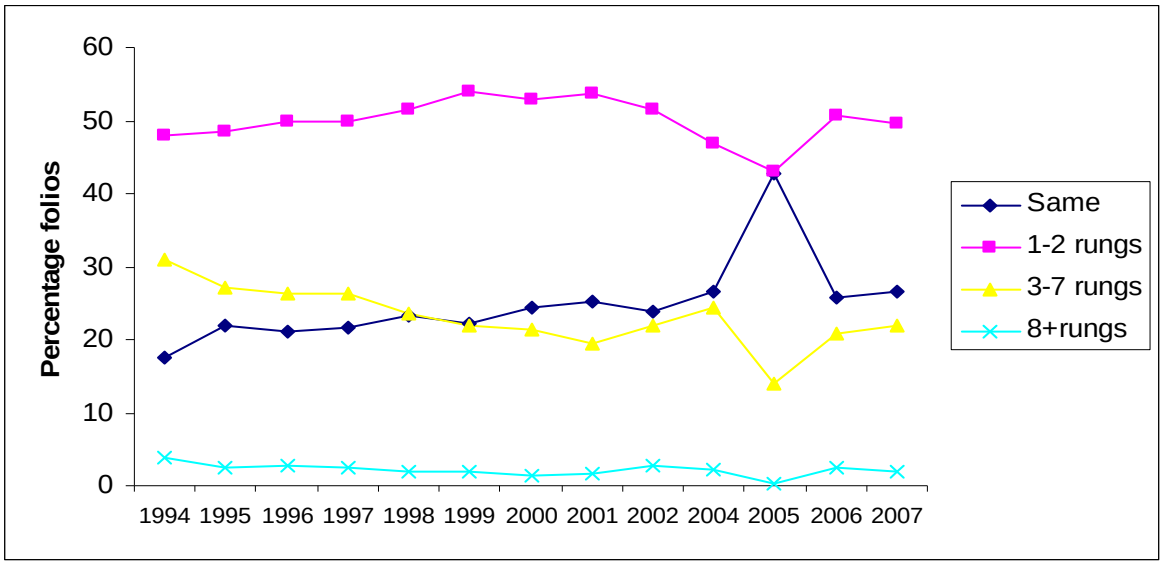


Figure 5 shows the historical comparisons for rung differences and further highlights the anomaly in the 2005 data. These results are similar to 2006 and consistent with other past results.

Figure 5: Comparison of rung differences across years



3.2 Subject analysis

Table 3 summarises the absolute mean rung differences by subject, over time. The absolute mean does not take into consideration direction of difference and therefore provides a better indication of the degree of inconsistency in judgment of rungs. The total is for all subjects sampled in that year (not just those appearing in the table).

The table highlights the fact that there were only two common subjects in the 2006 and 2007 samples (Graphics and Information Technology Systems).

Information Technology Systems was again sampled for the 2007 random sampling because it had shown large absolute mean rung differences in the previous years (2005 and 2006). The results this year show a significant improvement.

Ancient History has the largest average mean difference and Mathematics A and Graphics have larger than average mean differences. In the case of Graphics however, the 2007 result is an improvement on most other years.

Physical Education and Information Technology Systems have the smallest absolute mean rung differences.

Table 3: Comparison of absolute mean rung differences by subject

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2004	2005	2006	2007
Ancient History		1.88	1.99	2.20	1.90	2.19	1.48		1.87				2.16
Economics	2.52	1.55	1.73	2.02				1.50	1.48	1.93			1.55
Graphics					2.92	2.50		2.18	2.13	1.75		2.23	1.98
Information Processing & Technology		2.07	1.90	2.20	2.27	1.73	1.71	1.98	1.77				1.69
Information Technology Systems											2.53	2.87	1.37
Legal Studies		2.13	2.36	1.45	1.80	1.62	1.66	1.70		1.74			1.71
Mathematics A		2.28	2.21	1.85	1.48	1.33	1.71	1.42		2.00			1.94
Mathematics B		1.94	1.94	1.88	1.67	1.45	1.78	1.15		1.75			1.49
Mathematics C		1.89	2.09	1.56	1.84		1.42	1.58		1.96			1.62
Modern History		1.91	2.23	1.82	1.82	1.70	1.22	1.75					1.75
Physical Education								1.87	1.99	1.75			1.18
Standard Deviation	***2.37***	***2.02***	***2.01***	***2.00***	***1.90***	***1.84***	***1.76***	***1.74***	***2.32***	***2.09***	***1.44***	***2.07***	***1.91***
OVERALL MEAN (abs)	**2.36**	**2.01**	**1.99**	**1.98**	**1.81**	**1.80**	**1.70**	**1.62**	**1.90**	**1.88**	**1.15**	**1.79**	**1.70**

3.3 District analysis

Figure 6 compares absolute mean rung differences for random sampling panels in each district. Panels in the Townsville, Brisbane-Ipswich, and Toowoomba districts exhibited the largest differences across all subjects reviewed by those districts.

Figure 6: Absolute mean rung differences by district of the random sampling review panel

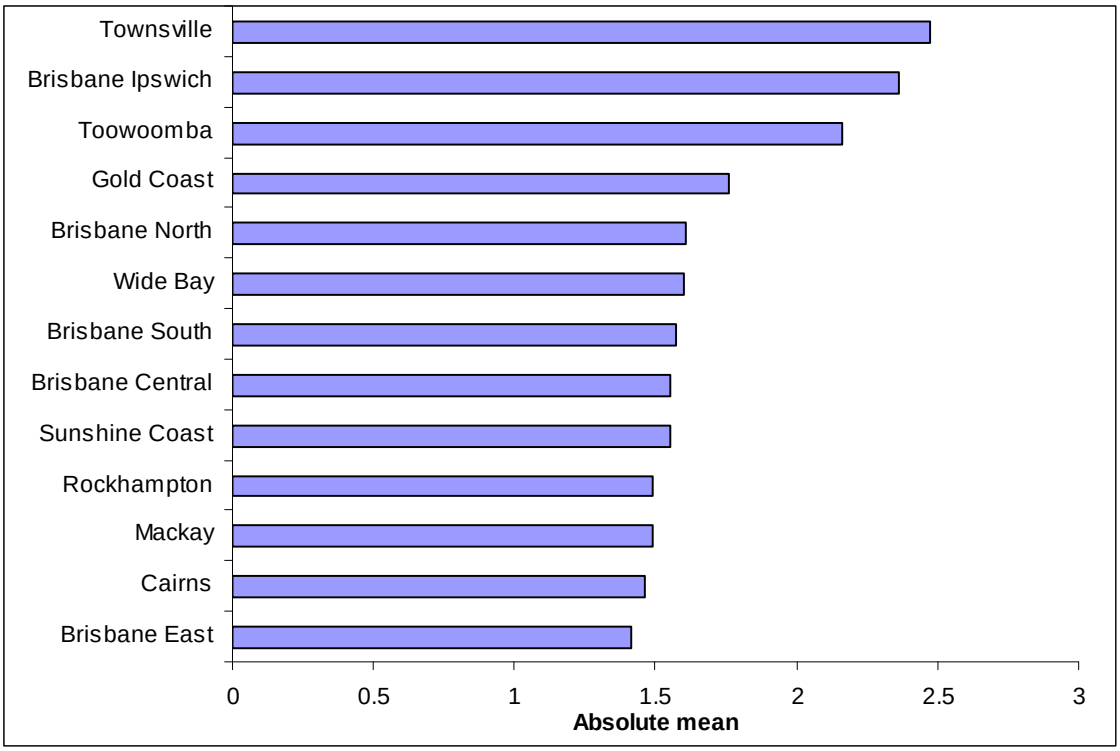


Figure 7 compares absolute mean rung differences for schools in each district. Mean rung differences across all subjects were largest for schools in the Mackay and Brisbane East districts.

Figure 7: Absolute mean rung differences by district from which schools originate

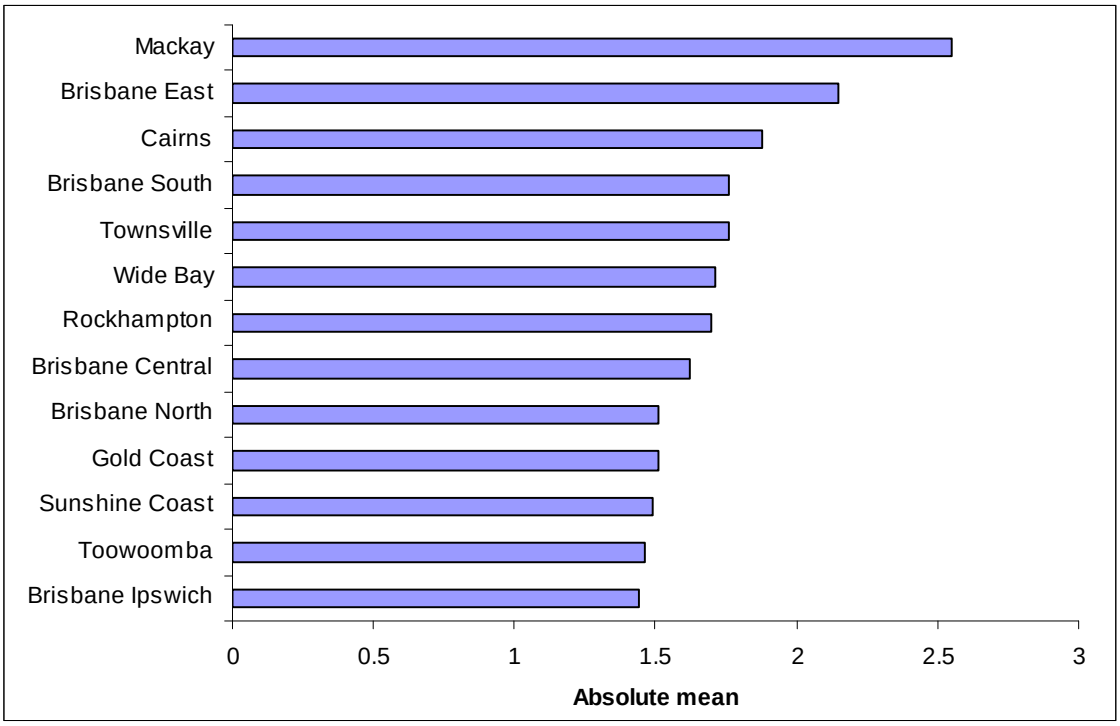


Table 4 compares absolute mean rung differences for random sampling panels in each district with those of the schools' districts. Differences have been classified as large, medium or small to facilitate this analysis. It should be noted that sample sizes range from 82 to 221 folios and each district reviewed a different range of subjects.

The most evident patterns to emerge from this table were:

- Brisbane East and Mackay random sample district panels found small differences, whereas other panels found large differences for schools in their districts.
- Townsville, Toowoomba and Brisbane-Ipswich random sampling district panels found large differences for the folios they reviewed, but only small differences were found by other panels for Toowoomba and Brisbane-Ipswich, and medium differences for Townsville.

Compared with the 2006 findings, there are no districts with continued large mean differences. These results may be due to differences in subjects sampled but nevertheless warrant further investigation and follow-up.

Table 4: Comparison of random sampling and home district mean differences

School's district	Random sampling district panels		
	Large	**Medium**	**Small**
Large			Brisbane East Mackay
Medium	Townsville		Cairns Brisbane South
Small	Toowoomba Brisbane-Ipswich	Gold Coast	Brisbane Central Brisbane North Sunshine Coast Rockhampton Wide Bay

3.4 Serious disagreement

Earlier random sample reports quote figures for the level of serious disagreement over the exit level of achievement awarded to folios. Table 5 summarises the rung differences where there has been a level of achievement difference. Over the years, the percentage of folios considered to have "serious disagreement" has ranged from 1 to 3 per cent.

Table 5: Number of cases of rung differences where there has been a difference in level of achievement awarded by random sampling panels

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2004	2005	2006	2007
Sample size	*1099*	*3348*	*3448*	*2973*	*3000*	*2714*	*3045*	*3037*	*2436*	*1139**	*1143*	*1687*	*1800*
Different LoA with 1–2 rungs	85	184	162	168	154	163	167	176	136	55	46	79	80
	7%	6%	5%	6%	5%	6%	5%	6%	5%	5%	4%	5%	5%
3–7 rungs	109	221	141	211	189	166	164	141	158	94	36	99	105
	10%	7%	4%	7%	6%	6%	5%	5%	6%	8%	3%	6%	6%
8+ rungs	35	60	34	56	37	45	40	37	52	25	3	38	32
	3%	2%	1%	2%	1%	2%	1%	1%	2%	2%	^	2%	2%
Total with different LoA	229	465	337	435	380	374	371	354	346	174	85	216	217

* Those with rung placements only (bands not used in this analysis)

^ Less than 1%

3.5 Reviews forwarded to the QSA

Submissions were requested for further, independent review by QSA Senior Education Officers when two or more of the following criteria were met:

- at least one folio had eight rungs or more difference
- three or more students were identified as having a change of three or more rungs or a level of achievement difference

- the random sampling review panel identified serious concerns with:
  - assessment package
  - meeting syllabus requirements
  - insufficient evidence available to support overall standards awarded.

In addition, one submission was requested because the random sampling review panel noted there was insufficient evidence to enable them to conduct the review.

Based on the above criteria 16 submissions were recalled for review by Senior Education Officers (SEOs). SEOs were unaware of the placements given by either the school or random sampling review panel and were asked to provide an independent assessment of the selected folios. Video evidence for two submissions was not accessible, reducing the number of submissions for review to 14 (98 folios). The results of this review are summarised in Table 6.

Table 6: Summary of SEO review (number of folios)

	Before SEO	After SEO*
Rung differences (8 or more)	24	9
Rung differences (3–7)	40	49
Rung differences (any)	85	89
LOA differences (1 or 2)	46	36
Mean rung difference	**–3.97**	**–3.38**
Absolute mean rung difference	**4.50**	**3.70**

* Calculations are based on differences between the school and review judgments.

Following the review by SEOs, the mean rung difference has declined. This is predominantly due to the reduction in the number of folios with serious disagreement (eight rungs or more) and an increase in the number with seven or more rungs difference. This has also resulted in a smaller number with a level of achievement difference. SEOs were more likely to reduce the amount of disparity between the schools' judgments.

SEOs provided feedback about each of the submissions they reviewed and will follow up with schools and district panel chairs as appropriate. The following broad categories of feedback were provided:

- schools will be contacted and provided with support in areas where difficulties have been identified
- home district panel chairs will be contacted to discuss identified difficulties in general
- district panel chairs of random sampling panels will be contacted to discuss aspects of review.

Table 7 summarises the subjects reviewed by SEOs. Ancient History had the largest number of submissions reviewed and although there was some improvement after SEO review, further follow-up is required both at the school and district level.

The number of folios with three or more rungs difference increased after the SEO review for Information Processing Technology, Mathematics A and Modern History but declined for Economics. Further action will be taken in relation to these subject areas, including the need to provide audio–video evidence for Physical Education.

Table 7: Subject submissions selected for review by SEOs (number of folios)

Subject	Submissions	Total folios	Folios with 3+ rung difference	
			Before SEO review	After SEO review
Ancient History	5	35	18	18
Information Processing & Technology	3	21	9	10
Graphics	2	14	13	13
Mathematics A	2	14	9	10
Physical Education	2	14	5	No video evidence
Modern History	1	7	4	6
Economics	1	7	6	1
Total	16	112	64	58

3.6 Feedback on elements of school submissions

The random sampling panels were asked to respond, using a five-point scale, to five statements about each school's assessment packages and application of standards (see Appendix B).

Table 8 shows responses to these statements as provided on a consensus form for each submission (260 submissions). Some responses were missing from the data and have been excluded from the calculations.

Table 8: Responses to statements about the submission

Elements of the school's submission	**Strongly disagree**	**Disagree**	**Unsure**	**Agree**	**Strongly agree**
The assessment package provides broad course coverage	*	6%	4%	73%	17%
The assessment package provides opportunities for a range of achievement	1%	14%	9%	59%	17%
The assessment package allows discrimination between students' responses	1%	13%	7%	68%	12%
The grading/marking of student work is compatible with syllabus standards	3%	24%	13%	51%	9%
Sufficient evidence is available to support the overall standards awarded	3%	18%	13%	56%	11%

* denotes less than 1%

When considering schools' submissions, panels were most strongly in agreement with the statement that *the assessment package provides broad course coverage* (90%). In addition, relatively high levels of agreement were registered for the following two statements:

- The assessment package provides opportunities for a range of achievement (76%).
- The assessment package allows discrimination between students' responses (80%).

There was less agreement with the way in which standards had been applied than with other aspects of submissions:

- The grading/marking of student work is compatible with syllabus standards (27% disagreed)
- Sufficient evidence is available to support the overall standards applied (21% disagreed).

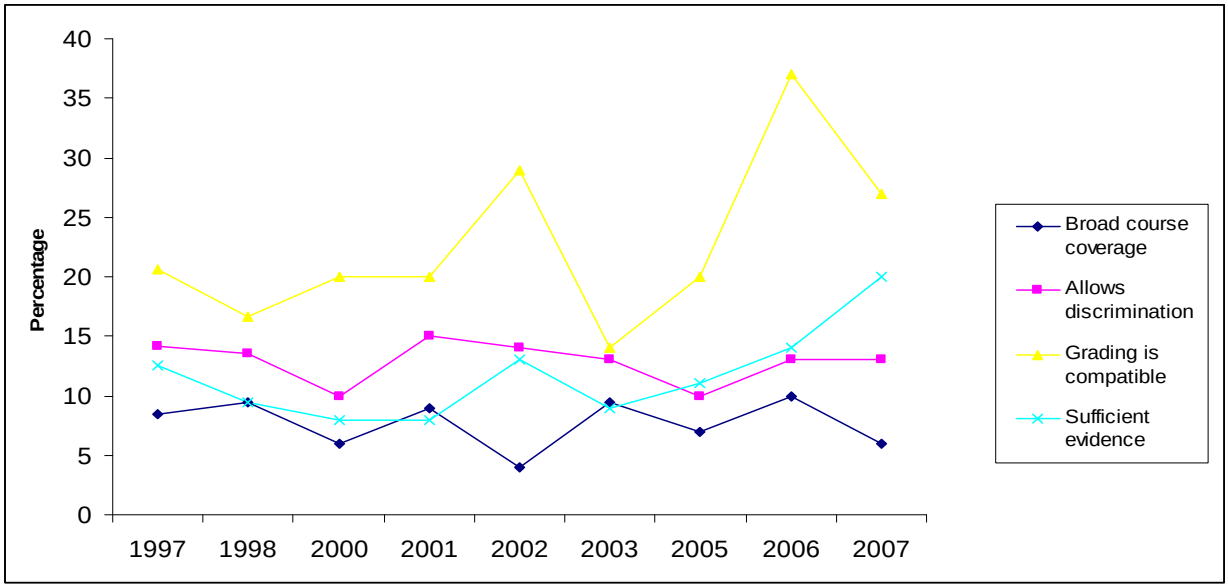
Further analysis indicates that 88 per cent of those submissions with student work that was not considered compatible with syllabus standards were also considered to have insufficient evidence to support the overall standards awarded.

Similar statements have been used over a number of years to elicit responses from panellists about random sample submissions. In 2007 however, some wording changes were made to simplify statements. Figure 8 shows responses for those years when similar questions have been included. The percentage of disagreement with each statement has been graphed.

The compatibility of grading of student work with syllabus standards (and in previous years, the appropriateness of grading and application of standards) has traditionally been an area of greater disagreement and variation. The percentage disagreement about grading was highest for Ancient History (13 of the 23 submissions) and Physical Education (nine of the 26 submissions).

Although wording was a little different in this study, the relative disagreement about sufficient evidence has increased. This was highlighted by audiovisual evidence missing from at least two Physical Education submissions.

Figure 8: Comparison of responses over time (% disagreement with statements)



Although additional analysis of the data by subject area has been conducted, sample sizes need to be considered. Information Technology Systems had only eight submissions and Economics had 14 submissions. In addition, there were a number of missing forms that further reduced the sample size for some subjects. Comments below therefore focus predominantly on the subjects with large sample sizes, except where there are notable trends such as four out of eight submissions with a problem.

The assessment package provides broad course coverage

As noted in Table 8, panels agreed that assessment packages provided broad course coverage in 90 per cent of submissions. The level of agreement was even higher for the subjects Legal Studies, Mathematics A, Mathematics B and Modern History (96%). However, 23% of Graphics submissions did not provide sufficiently broad course coverage. There were also some concerns about three of the 14 Economics submissions.

The assessment package provides opportunities for a range of achievement

For all subjects randomly sampled, panels agreed in 76 per cent of cases. This was particularly the case for Economics (93%) despite the concerns about the course coverage. There were relatively higher levels of disagreement for Ancient History (26%), Modern History (29%) and Physical Education (23%).

The assessment package allows discrimination between students' responses

Eighty per cent of all random sampling panels agreed that the assessment packages allowed for discrimination between students' responses. Economics and Mathematics (both 91%) rated particularly well in this regard. However, panels had reservations about 19 per cent or more of submissions for:

- Information Technology Systems (two of eight submissions)
- Graphics (five of 22 submissions)
- Physical Education (five of 26 submissions)
- Legal Studies (four of 21 submissions).

The grading/marking of student work is compatible with syllabus standards

As noted above, this aspect had the least agreement compared to the other statements and has been the issue of greatest concern over a number of years. For all randomly sampled subjects, 60 per cent agreed, 27 per cent disagreed and 13 per cent were unsure. However, there were differences by subject areas, with a higher level of **agreement** for this statement in Mathematics A (88%) and Mathematics C (72%). A higher level of **disagreement** was noted in particular, for Ancient History (57%) but also for Physical Education (34%), Modern History (29%) and Graphics (27%). The result for Graphics is nevertheless an improvement on the 2006 result (41% disagreed).

Sufficient evidence is available to support the overall standards awarded

Across all subjects randomly sampled, panels generally agreed that 67 per cent of schools had provided sufficient evidence to support the overall standards awarded. Levels of agreement with this statement were generally high (e.g. Legal Studies 86%, Information Processing Technology 81%), but some subjects had a high level of disagreement. These included:

- Ancient History (45% or 10 of 22 submissions)
- Physical Education (38% or 10 of 26 submissions).

A small number of submissions were missing some items:

- a completed work program (2%)
- a set of all assessment instruments (8%)
- all seven folios complete with responses (11%).

Missing items included student work, student profiles, student folders, assessment tasks, assessment criteria, student responses, test instruments, student scripts, audiovisual evidence, marking schemes and teacher responses.

In commenting about significant positive and/or negative aspects of submissions, random sampling review panels mentioned the following positive aspects:

- well-organised submission, all materials included, excellent presentation of tasks and criteria sheets, range of instruments
- tests / assessment items / student work of appropriate standard
- program offers interesting / wide range of learning experiences

Negative comments included:

- concerns about assessment tasks: range too narrow / do not demand complex cognitive process / not applied effectively / too long / inappropriate / not enough balance over semesters / criteria not task-specific / test sheet unclear / not enough opportunity for students to demonstrate potential
- concerns about marking schemes: incorrect / not thorough enough / unclear / inflated / too rigorous / need improvement / does not match profile / error in transcription of marks
- more guidance/feedback needed for students
- syllabus requirements and/or criteria not applied / need to be adhered to / wrong syllabus.

Appendix A: Form RS1

Queensland Studies Authority

School Recording Form Form RS1

School relative achievement awarded

School:	«schoolName»	School code:	«schoolCode»
Subject:	«subjectName1»	Subject code:	0«subject»
District:		Panel code:	

Exit Rung	Level of Achievement	
	10	**Very High Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**High Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Sound Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Limited Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Very Limited Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	

Instructions for preparation of Random Sampling submission:

1. The submission should include:
   - The approved work program
   - A set of summative assessment instruments
2. Include in the submission, all student responses used to make teacher judgments about the *Relative Achievement* of the student at *Exit.*
3. If the subject requires additional information for *Verification*, such as a video or audio tape of student performance standards or the transcripts of the listening tests, these should also be included.
4. Indicate on this form (Form RS1), the rung placement of the student at *Exit* by student code below. Add any comments that may assist in substantiating the *Exit Achievement.*
5. Place the Form RS1 **on top** of the random sampling submission.
6. Dispatch the random sampling submission directly to the QSA local district office.

Selected students:

Student A: «studentA»

Student B: «studentB»

Student C: «studentC»

Student D: «studentD»

Student E: «studentE»

Student F: «studentF»

Student G: «studentG»

Appendix B: Form RS2

Queensland Studies Authority

Panellist Recording Form — Form RS2

Panel achievement awarded

School:	«SchoolName»	School code:	«school»
Subject:	«SubjectName»	Subject	0«subject»
District:		Panel code:	

Instructions:

- After making judgments about the student work in the folio, indicate the rung placement by student code that reflects the relative achievement of the student at Exit.

Selected students:

Student A: «studentA»
Student B: «studentB»
Student C: «studentC»
Student D: «studentD»
Student E: «studentE»
Student F: «studentF»
Student G: «studentG»

Panel Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Panellist Name:
_____

Exit Rung	Level of Achievement	
	10	**Very High Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**High Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Sound Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Limited Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
	10	**Very Limited Achievement**
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	

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Please ensure only ONE choice bubble is filled in for each question.
Fill each bubble DARKLY and FULLY using BLACK or BLUE pen.

Office Use
School Code | Subject Code

Please check whether the school submission is complete and it contains:

	Yes	No	
1	○	○	the work program
2	○	○	the set of all assessment instruments used for making decisions about exit LoAs
3	○	○	seven student folios complete with responses

Comment on any missing or additional material.

Office Use
3a ○ ○
3b ○ ○

Reflect on the elements of the school submission and select the most appropriate response to the following statements.

		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
4	The assessment package provides broad course coverage.	○	○	○	○	○
5	The assessment package provides opportunities for a range of achievement.	○	○	○	○	○
6	The assessment package allows discrimination between students' responses.	○	○	○	○	○
7	The grading/marking of student work is compatible with syllabus standards.	○	○	○	○	○
8	Sufficient evidence is available to support the overall standards awarded.	○	○	○	○	○

Comment on significant positive and/or negative aspects of the submission.

Office Use
8a ○ ○ ○
8b ○ ○ ○
8c ○ ○ ○

For the questions below, reflect on the task sheets and standards schemas presented to support teacher judgments about individual students' assigned grades or standards.

		Not at all	Appropriately applied	Cannot be determined
9	Was there any evidence of non-compliance with QSA policy on late submission of student work?	○	○	○
10	Please comment on your observation about how the school has applied the policy on late submissions.			

		Not at all	Appropriately applied	Cannot be determined
11	Was there any evidence of non-compliance with QSA policy on non-submission of student work?	○	○	○
12	Please comment on your observation about how the school has applied the policy on non-submission.			

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Appendix C: All subjects reviewed by year

		1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
English	1	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	
English Extension	2														
French	5		✓	✓		✓									
German	6		✓	✓		✓									
Indonesian	7														
Italian	8												✓		
Japanese	9		✓		✓	✓			✓		✓			✓	
Chinese	11												✓		
Spanish	18														
Ancient History	20		✓	✓	✓	✓	✓	✓		✓					✓
Modern History	21		✓	✓	✓	✓	✓	✓	✓		✓				✓
Aboriginal & Torres Strait Islander Studies	23												✓		
Geography	24	✓	✓	✓	✓	✓				✓		✓		✓	
Economics	27	✓	✓	✓	✓				✓	✓		✓			✓
Study of Society	28									✓					
Legal Studies	29		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
Logic	30														
Mathematics I	31	✓	✓	No longer listed											

Mathematics II	32		✓	No longer listed											
Mathematics in Society	35	✓	✓	No longer listed											
Mathematics A	36		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
Mathematics B	37		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
Mathematics C	38		✓	✓	✓	✓		✓	✓		✓	✓			✓
Chemistry	40	✓	✓	✓		✓	✓	✓	✓		✓				
Physics	41		✓	✓		✓	✓	✓	✓		✓				
Biology	42	✓	✓	✓		✓	✓	✓	✓	✓			✓		
Earth Science	43												✓		
Multi-Strand Science	44		✓	✓	✓	✓		✓		✓		✓		✓	
Marine Studies	45				✓		✓	✓		✓					
Agricultural Science	51		✓												
Accounting	60	✓	✓	✓	✓			✓	✓		✓			✓	
Secretarial Studies	61		✓	✓	✓	No longer listed									
Business Organisation & Management	62								✓	✓				✓	
Business Communic'n & Technologies	63								✓	✓				✓	
Information Technology Systems	65												✓	✓	✓
Health Education	67								✓	✓			✓		
Physical Education	68								✓	✓		✓			✓
Home Economics	71		✓	✓	✓		✓	✓	✓				✓		
Hospitality Studies	72												✓		

Engineering Technology	74												✓		
Graphics	76					✓	✓		✓	✓		✓		✓	✓
Technology Studies	78		✓		✓	✓	✓	✓	✓	✓				✓	
Visual Art	80						✓	✓		✓	✓	✓		✓	
Speech & Drama	82		✓	No longer listed											
Theatre	83	✓	✓	No longer listed											
Film & TV	84		✓	No longer listed under this subject number											
Dance	85							✓			✓		✓		
Study of Religion	86				✓	✓	✓			✓		✓		✓	
Information Processing & Technology	87		✓	✓	✓	✓	✓	✓	✓	✓					✓
Drama	88			✓	✓	✓	✓	✓	✓	✓		✓		✓	
Film & Television	89						✓			✓				✓	
Health & Phys Ed	90	✓	✓	✓	✓	✓	✓	No longer listed							
Music	91							✓		✓			✓		
Music Extension	92														