## Making judgments

Prep-Year 10

Teachers make evidence-based judgments about a student's progress and achievement to inform teaching and learning, provide feedback to students and parents/carers and support school planning. Judgments about evidence of student learning are made against the Australian Curriculum achievement standard, which represents the C or equivalent standard. The standards elaborations have been developed as a resource to support teachers to make these judgments against the Australian Curriculum.

Teachers use their professional knowledge to make consistent, comparable and defensible on-balance judgments. An on-balance judgment is made by matching the qualities of student responses with the identified aspects of the achievement standard across a five-point scale. This provides transparency about how decisions are made, and supports conversations between teachers, students and parents/carers about the qualities in student work matched to the identified aspects of the achievement standard.

## Making an on-balance judgment

On-balance judgments can be applied to either an individual assessment or across an assessment folio, comprising multiple assessments.

Making an on-balance judgment for an individual assessment task

- Identify the evidence of the task-specific standards (marking guide) within the completed student response
- Consider how this evidence best matches the discernible differences or qualities associated with the task-specific standards
- Identify the pattern of evidence to make an on-balance judgment (see Figure 1).

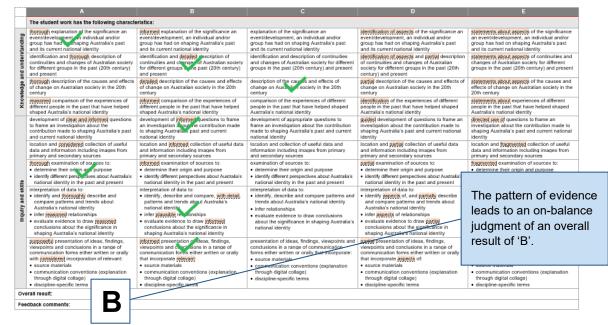


Figure 1: Sample on-balance judgment for an individual assessment task





## Making an on-balance judgment for an assessment folio

An assessment folio contains multiple assessment tasks and responses that provide evidence of a student's learning for the reporting period. To assist the process, the QCAA standards elaborations resource can be used to ensure the entire achievement standard has been assessed across a year or band of years. The assessment folio should:

- assess the identified knowledge, understanding and skills from the achievement standard
- provide multiple opportunities for students to demonstrate the depth and breadth of their learning
- monitor progress over time, e.g. progressively record student achievement for each assessment task in a student profile
- cover a range and balance of assessment techniques and conditions.

Making an on-balance judgment on a folio involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standard. An on-balance judgment considers all the evidence of achievement in the folio.

- Identify if there is an easy match to one level of achievement (A–E or equivalent), i.e. the on-balance judgment is obvious.
- If there is uneven performance across the student folio:
  - take into account the range and distribution of standards descriptors
  - consider if more recent evidence demonstrates a pattern in the student's progress and achievement
  - decide what level of achievement the pattern of evidence of learning most closely reflects, i.e. A–E, or equivalent (see Figure 2).

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Figure 2: Sample on-balance judgment for an assessment folio

## Additional resources

The QCAA has developed the following resources to support teachers and schools make judgments on student work:

- suggested assessment techniques and conditions support the development of a range and balance of assessments within an assessment program for each learning area
- the standards elaborations provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale
- task-specific standards (PDF) provides information about the purpose of these standards and how to use the standards elaborations to develop these.