

# Quality assuring assessment

Prep–Year 10

This resource can be used to support professional conversations or individual teacher reflection to ensure an assessment is valid, accessible and reliable.

Validity	
Guiding questions	Refinements
<ul style="list-style-type: none"><li>• Is the assessment aligned to the achievement standard?</li><li>• Are the task-specific standards aligned to the achievement standard?</li><li>• Are the cognitive verbs identified in the achievement standard reflected in the assessment and task-specific standards?</li><li>• Does the selected assessment technique and identified conditions contribute to the range and balance of assessment across the program?</li></ul>	

Accessibility	
Guiding questions	Refinements
<ul style="list-style-type: none"><li>• Can all students access and engage with the assessment?</li><li>• Does the layout minimise distractions?</li><li>• Is the language clear and unambiguous?</li><li>• Have reasonable adjustments been made so that all students can access the assessment?</li><li>• Are the reasonable adjustments appropriate, preserving the way the assessment will be judged or marked?</li><li>• Do all teachers have a shared understanding of the reasonable adjustments?</li><li>• How will teachers develop a shared understanding of the expectations of the assessment?</li><li>• How will the expectations of the assessment be communicated to students and parents/carers?</li><li>• What moderation processes are in place to ensure teacher judgments are accurate and consistent?</li></ul>	

## Reliability

### Guiding questions

- Does the assessment ensure evidence collected will align to the:
  - aspects of the achievement standard that are addressed?
  - task-specific standards?
- Do the task-specific standards clearly outline expectations for each level of achievement?
- Are authentication strategies to ensure student authorship clearly identified?
- Are there opportunities for students to demonstrate understandings and skills across a five-point scale?
- How will teachers and students use assessment information and feedback to progress student learning?

### Refinements

## Future actions