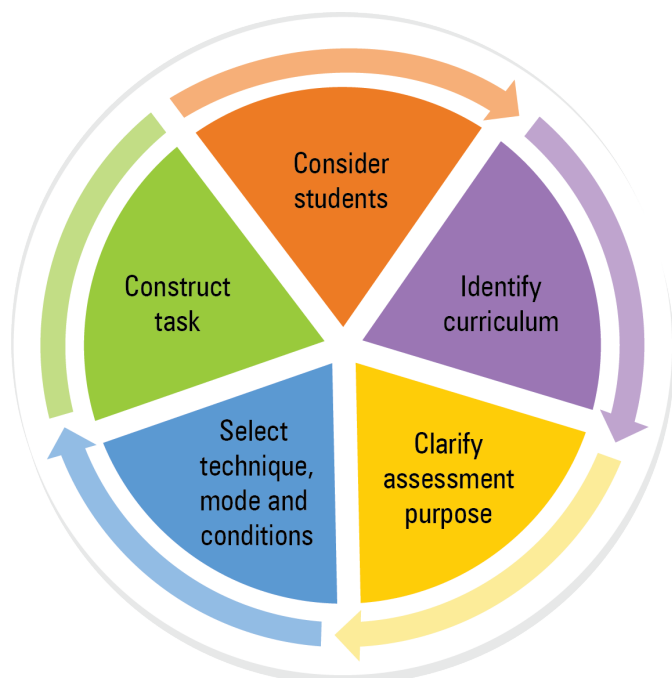# Blueprint for designing and constructing an assessment task

P–6 assessment

Designing and constructing an assessment task requires a number of professional decisions.

While there is no 'one-size-fits-all' approach, this blueprint will support your decision-making and will help you to design and construct a high-quality assessment task.

The assessment task template provided in Course 2 is aligned to this blueprint.

A marking guide should be developed with the assessment task to ensure alignment. Course 3 provides advice about how to create and use a marking guide.

Consider the students

- Know and understand the range of students, including their learning needs and interests.

- Select assessment contexts that are relevant to and engaging for these students.

Identify the relevant aspects of the Australian Curriculum

- Consider the school's curriculum and assessment plan (e.g. year level plan, unit plan) to identify what will be assessed.

- Identify the learning area/s to be assessed.

- Identify the aspects of the achievement standard to be assessed.

- Consider the Australian Curriculum general capabilities that could be embedded in the assessment task to enhance its rigour and authenticity.

Clarify the assessment purpose

- Decide if the evidence of learning is being gathered for diagnostic, formative or summative purposes.

Select the technique, mode and conditions

Technique

- Consider how the evidence of learning will be gathered.

- Use a range and balance of assessment techniques across the year level or band.

Mode

- Consider if students' responses will be written, spoken/signed or multimodal.

- Use a range and balance of modes across the year level or band.

- To encourage student agency and voice, consider if students could be provided with a choice for their response mode, e.g. written or multimodal.

Conditions

- Select the conditions of the assessment task, which could include

  - word length, e.g. 100 words

  - time, e.g. perusal time, class time, own time

  - individual or group response

  - access to and use of technology, equipment or resources

  - stimulus materials.

Construct the task

- Write clear task instructions. Indicate the nature of the student response required by

  - using cognitive verbs or command terms in instructions

  - using accessible language

  - using clear formatting and layout

  - using accurate textual features, e.g. punctuation, grammar, spelling

  - including instructions about how (e.g. single-word, sentence, paragraph) and where (e.g. on the graph, in the space provided) to respond

  - including resources to be used, e.g. calculator.

- Consider the organisation and placement of assessment items in the assessment task. Where appropriate to the assessment technique, consider

  - the number of items in the task, how they are structured and the grouping of related items

  - whether any items give students answers to other items.

- Identify appropriate checkpoints to monitor students' progress and to provide feedback.

Blueprint for designing and constructing an assessment task   **Queensland Curriculum & Assessment Authority**
P–6 assessment   January 2021

Page **2** of 2