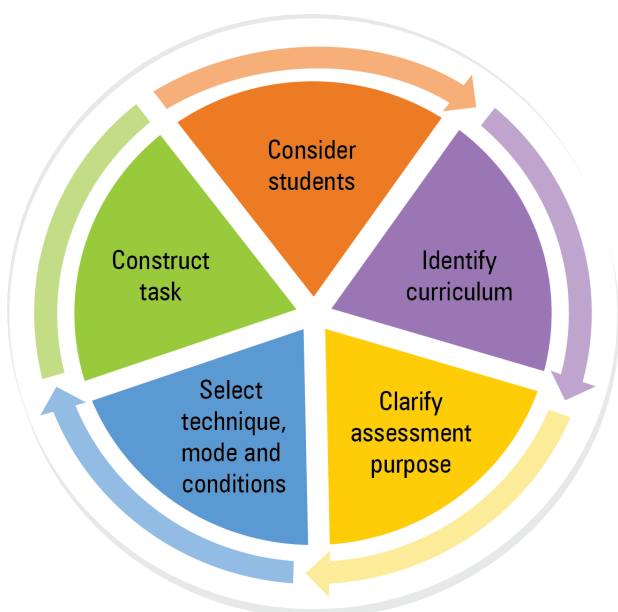


Blueprint for designing and constructing an assessment task

Year 7–10 assessment



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

The QCAA has identified a range of assessment techniques and conditions and developed a blueprint to support teachers' decision-making.

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.

Consider the students

- Know and understand the range of students, including their learning needs and interests.
- Recognise the needs of middle years students.
- Recognise the preparation for senior studies in Year 10.
- 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.
- Consider how timely and useful evidence from assessment can be used by teachers and students.

Select the technique, mode and conditions

The assessment technique, mode and conditions selected for the task need to reflect the intent of the Australian Curriculum learning area and its achievement standards.

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.

Conditions

- Select the conditions of the assessment task, which could include
 - word length, e.g. 500 words
 - time, e.g. perusal time, class time, own time
 - access to and use of technology, equipment or resources
 - stimulus materials.

Construct the task

- Use proactive strategies to support students to meet assessment requirements within the conditions set, e.g. providing a timeline.
- Write clear task instructions. Indicate the scope, scale and the type 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, academic integrity software.
- 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.



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