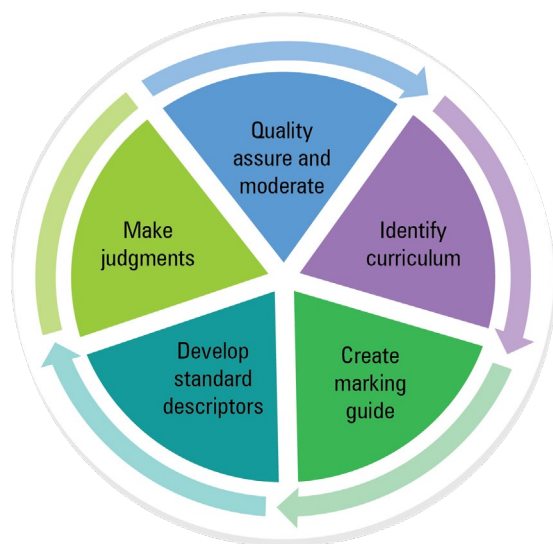


Blueprint for creating and using a task-specific marking guide

Prep–Year 10



A quality task-specific marking guide helps clarify the assessment expectations for students and supports teachers to make consistent and comparable judgments.

Creating and using a task-specific marking guide requires a number of professional decisions to ensure reliability.

This blueprint will support decision-making and will help teachers to create and use a high-quality task-specific marking guide.

The QCAA P–10 Planning application (app) aligns to this blueprint.

Identify the relevant aspects of the Australian Curriculum

- Consider the school's curriculum and assessment plan (e.g. year level/band plan, unit plan) to identify what will be assessed.
- Identify the aspects of the achievement standard to be assessed and the opportunities to gather evidence embedded in the assessment task.
- Consider the command verbs or cognitive verbs from the achievement standard.

Create the task-specific marking guide

- Create the task-specific marking guide at the same time the assessment task is constructed to ensure alignment and reliability.
- Select an appropriate table format and five-point scale (typically A–E, but this might differ for Prep–Year 2).
- Include a stem to cue the marker to the five-point scale, e.g. The student work has the following characteristics.
- Consider how the QCAA standard elaborations (SEs) can be adjusted to create a task-specific marking guide. They can support teachers to connect curriculum to evidence in assessment from Prep–Year 10.
- Use clear formatting and layout for accessibility.
- Consider how technology can be used to aid accessibility, e.g. by recording the teacher as they explain the assessment task and task-specific marking guide.

Develop the standard descriptors

- Start with the C standard by using the identified aspects of the achievement standard to be assessed.
- Identify the citable characteristics or discernible differences across the standards that will be used to judge student work across the five-point scale.
- Use descriptive words to qualify the discernible differences for the A, B, D and E (or equivalent) performance levels. These descriptive words or qualities will inform judgments.
Note: SEs provide standard descriptors with discernible differences across a five-point scale.
- Clarify the expectations of the assessment task by adding task-specific information to the standard descriptors across the five-point scale.
- Check that the task-specific standard descriptors align with the identified aspects of the achievement standard.

Make judgments

- Use the task-specific marking guide to make consistent and comparable judgments while reviewing student responses.
- Match the evidence and qualities in the student response with the standard descriptors across the five-point scale.
- Make an on-balance judgment about whether the pattern of evidence across the task-specific marking guide is best matched to the A, B, C, D or E (or equivalent) standard.
- Use the task-specific marking guide to provide feedback to students on their assessment response. Acknowledge areas they have handled well and areas to improve so students can evaluate their own learning.

Quality assure and moderate

- Use the attributes of quality assessment to check the alignment between the assessment task and the task-specific marking guide to ensure validity and reliability.
- With colleagues, use the task-specific marking guide to develop a shared understanding of standards and the qualities expected at different levels of achievement before making evidence-based judgments about student responses.
- Use the task-specific marking guide to support moderation processes, share on-balance judgments and focus professional conversations.

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