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| Quality assuranceAssessment tasks and marking guides |

This quality assurance document has been compiled to assist and support teachers to implement quality assessment and promote assessment literacy.

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| **Learning area/subject** |   |
| **Year** |   |
| **Unit** |   |

If the assessment task and marking guide satisfy the areas identified below, mark the box in the ‘Yes’ column. If ‘No’, write a comment offering advice on how to improve.

| Checking for quality | Yes | No | Improvements |
| --- | --- | --- | --- |
| The assessment task: |
| Validity | aligns to the curriculum, identified aspects of the achievement standard and what will be taught |[ ] [ ]    |
|  | includes cognitive verbs or command terms that reflect the achievement standard |[ ] [ ]    |
|  | allows students to provide evidence of learning across a five-point scale, e.g. A to E |[ ] [ ]    |
|  | uses a relevant, engaging context that provides reasonable challenge |[ ] [ ]    |
|  | has appropriate scope and scale for students to demonstrate the aspect/s of the achievement standard |[ ] [ ]    |
|  | avoids leading students to a predetermined response through instructions and scaffolding |[ ] [ ]    |
| Accessibility | provides opportunities for all students to demonstrate what they know and can do |[ ] [ ]    |
|  | uses clear, unambiguous, jargon-free instructions |[ ] [ ]    |
|  | uses a clear, well-structured layout |[ ] [ ]    |
|  | any visuals used are clear and accessible |[ ] [ ]    |
|  | avoids stereotypes and bias |[ ] [ ]    |
| Reliability | includes authentication strategies, e.g., checkpoints, acknowledgment of sources |[ ] [ ]    |
|  | has sample response(s) or exemplar(s) to clarify assessment expectations |[ ] [ ]    |
| The marking guide: |
| Validity | aligns to the curriculum, identified aspects of the achievement standard and the assessment task |[ ] [ ]    |
|  |  includes cognitive demand that reflects the achievement standard and the assessment task |[ ] [ ]    |
|  | uses a five-point scale (e.g. A to E) to describe evidence of students’ learning |[ ] [ ]    |
| Accessibility | can be used or adjusted for all students (if necessary, visuals, recordings or other assistive technology can be used) |[ ] [ ]    |
|  | can be used if students were offered a choice for response mode, e.g. oral or digital presentation |[ ] [ ]    |
| Reliability | will produce reliable information and data about student achievement |[ ] [ ]    |
|  | can be used by teachers to make consistent, on-balance judgments by matching the evidence and qualities in student responses with the identified aspects of the achievement standard across a five-point scale |[ ] [ ]    |
|  | includes information specific to the assessment task to clarify assessment expectations |[ ] [ ]    |
|  | can be used to inform feedback, moderation processes and professional conversations |[ ] [ ]    |
| Action required |
|   |
| Teacher/s |   | Date |   |

After you have quality assured and improved the assessment task and marking guide:

* share the assessment task and marking guide with students and all stakeholders
* provide opportunities for students to learn and practise the relevant knowledge, understandings and skills before the assessment task is implemented.

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