

Australian Curriculum: Standards elaborations

Transcript of video

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Making an on-balance judgment on an individual assessment

Terry Gallagher

Manager
Queensland Studies
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Task-specific standards, whether continua or matrix or any other tool, are about matching evidence in student work to stated standards. Standards elaborations are used to inform the development of task-specific standards.

Jonathan Wells

Head of Mathematics
Kenmore State High
School

One of the questions that I'm often asked by teachers is how do I apply the A–E standard elaborations to a student's work? So let's have a look at this one together.

Theo Clark

Principal Project Officer
Queensland Studies
Authority

Looking at the task-specific standards, it's really clear to me that they've been developed from the Year 9 standards elaborations. So that's really important, in the assessment, is to make sure you show that alignment. They really clearly show the valued features of this assessment as well, and you've identified in it exactly where I'd be looking for that evidence in the student's work.

Jonathan Wells

Head of Mathematics
Kenmore State High
School

Okay, yes, I can see that in Questions 1 to 3, 5, and 8 to 14, you're looking at Understanding and Fluency, and with the Questions of 4, 5 and 7, 13 and 14, we're looking more at the Problem-solving and Reasoning questions.

Theo Clark

Principal Project Officer
Queensland Studies
Authority

Yeah, and that's really good.

The other thing to note is that those questions, as you go through the task, progress from the more simple and familiar types of questions, all the way up to some complex and unfamiliar questions as well.

Jonathan Wells

Head of Mathematics
Kenmore State High
School

Yeah, and these are the kinds of questions you'd expect the more capable mathematics students to do.

Theo Clark

Principal Project Officer
Queensland Studies
Authority

Absolutely

Ben Campbell
All Saints Anglican School

I can see this task-specific standard identifies what's valued in the assessment, how can I use it to make a judgment on how well my student's done?

Terry Gallagher
Manager
Queensland Studies
Authority

It's important to make sure — to know what evidence to look for in the student response. The task-specific standards identify the evidence at different levels of achievement for each of the valued features. It's also really important to know that the task-specific standards aren't a checklist. They are about matching evidence to the standards.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Okay, so let's look at this response and how you've graded it, and see how that applies, then, to recording new judgments onto the task-specific standard.

Okay, so if we go through and we look at the rest of how this response has been graded...

...certainly they've done okay on Question 4 there, as we can see, so we can make the annotation onto the sheet.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

Looking at the last question, you can see it's unfamiliar and complex. The student has made a pretty good effort at it but hasn't quite got there.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

They did quite well at the beginning setting it up, but they weren't able to follow through and finish it off. So certainly it shows evidence of some good mathematical thinking and reasoning, but not quite that level of fluency we'd want them to get through to solve it as well.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

So at that level, we would say that that would be a C?

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Yeah, absolutely.

Terry Gallagher
Manager
Queensland Studies
Authority

With the continua the key is to start at the bottom and work your way up, looking for evidence that matches the student work.

Ben Campbell
All Saints Anglican School

You don't just stop at that descriptor, you move to the level above to see if they meet aspects of that descriptor as well.

Terry Gallagher
Manager
Queensland Studies
Authority

Once you've recorded the decisions, you can make an on-balance judgment about the student work.

Ben Campbell
All Saints Anglican School

So based on the sample that we're looking at, this student's met the descriptors at a C level, so...

Terry Gallagher
Manager
Queensland Studies
Authority

I think that's correct. There are some aspects that move towards a B, but on balance the performance matches the C level.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

So the assessment is completely graded. We've transferred all the marks onto the criteria sheet, onto the task-specific standards. So the next step, obviously, is to make a judgment on how the student went on each of those dimensions.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

Okay, so now when I have a look at the student's work and I see that on the criteria sheet in the understanding of fluency, they've done pretty well on the earlier questions, and so therefore I could see that we could put that as a B? So B overall?

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Yeah, I agree.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

But then when I go and have a look at the application of the problem solving, so the problem solving and reasoning, they've made a good effort on some of the questions but haven't quite got there through them. So I think that that would be more like a level of a C.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Yes, certainly, and when I look at where we've recorded the judgments, I agree completely. So the next step, obviously, is to make that overall judgment on how they went on this assessment.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

So if I have a look at where they've actually achieved these results, I can see that they made a pretty good effort with the Understanding and Fluency, but they still haven't quite got there with the modelling and problem solving and the reasoning.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Yeah, I'd agree. I think overall they've made some good effort in the problem solving and reasoning, but clearly it's the fluency and understanding bit, in particular, where they've been quite strong. For me, certainly, it's better than a sound C, and it looks more like to me to be on balance a B.

Jonathan Wells
Head of Mathematics
Kenmore State High
School

A B, agreed.

Terry Gallagher
Manager
Queensland Studies
Authority

Using the graded task specific standards is a really useful tool for giving feedback to students and to parents.

Terry Gallagher
Manager
Queensland Studies
Authority

The task-specific standards encourage conversations between teachers and students, teachers and parents and carers, about the qualities in student work, the curriculum expectations, and the Australian Curriculum achievement standards.