Evaluation Report of the Pilot of the 2005 Queensland Assessment Task (QAT)

Val Klenowski



2006

Principal / QAT Coordinator Survey

🕽 Back - 🎲 🙁 💈 🎧 ddress 👰 http://www.2005.qat.eq.edu.au/	Surveys/PrincipalSurveyPage1.asp	K				• Go Links 🕏
Principal/QAT C Survey	Co-ordinator _{page Pre}	vicus <u>1 2 3 4</u>	567 N	<u>su</u> Sa	<u>ve</u>	
Did your school utilize the 2005 Q environment prior to the administr tick the appropriate box)		Please 🗆 🗆 Yes	i ⊡No ⊡1	don't know		
lf you ticked yes state how the scl software?	hool made use of the trial					
Díd your school utilize the 2005 Q materials)	AT lead-ín activity (conto	our line 🗆 Yes	; □No □1	don't know		
If you ticked yes state how the sci	hool made use of the mate	erial?				
What percentage of year 9 studen 2005 QAT?	its, at your school, comple	eted the	~ %			
If a subset of year 9 students com students selected? (eg randomly,						
						Continue
ne de la constante de la const						internat
Start B T Microsof		y Education Queens!	and (6.0)		- Microsof	trans 4:35 Pb Thursda -16
Start Microsof	nternet Explorer provided b p Search Straff Favortes C Surveys/PrincipalSurveyPage2.esp	y Education Queens!	and (6.0)	Ē	- Microsof	4:35 Ph Thursda
Start	items i Explorer provided b p Seach : Favortes : Surveys: PhropalSurveyPapeZasp Co-ordinator page <u>Pre</u>	y Education Queensi 3 💌 🖗 • 🏠 • x x vious 1 2 2 4	and (6.0)	Ē	- Mccoof	** 4:35 Ph Thursda
Start	items i Explorer provided b p Seach : Favortes : Surveys: PhropalSurveyPapeZasp Co-ordinator page <u>Pre</u>	v Education Queens vious 1 2 3 4 tick the appropriat	and (6.0) 5 6 7 No e box)	E Save	- Mcrosof	** 4:35 Ph Thursda
Start Image:	Iteme II Explores provided by Search Streamer Co Surveys: PhropalSurvey Page 2 asp Co-ordinator page <u>Pre</u> to the 2005 QAT. (Please	v Education Queens vious 1 2 3 4 tick the appropriat	and (6.0) 5 6 7 No e box)	E Save	- Microsof	** 4:35 Ph Thursda
Start Cost Horssurvey/Eugol - Microsoft if Teachie Survey/Eugol - Microsoft if The Edit Vew Favotes Tools Hele Back - Cost Hele/International for the Cost Cost - Cost - Co	ternet Explorer provided by Search Revortes Surveys: PrincipalSurveyPage2.esp Co-ordinator page <u>Prev</u> Is the 2005 QAT. (Please Very famillar Reas	v Education Queenst 3	and (6.0) <u>5</u> <u>6</u> Z <u>N</u> e box) ightly familiar H	ting and the second sec	- Mccoof	** 4:35 Ph Thursda
Start Start Constitution (Constitution (Atemet Explorer provided by Search Star Favortes Surveys: PerceptionalSurvey Page 2 exp Co-ordinator page <u>Pre</u> to the 2005 QAT. (Please Very familiar Reas	y Education Queens xious 1 2 3 4 tick the appropriat sonably familiar Si	and (6.0) 2 6 2 M e box) lightly familiar R	TE Save	- Microsof	** 4:35 Ph Thursda
Start Control Survey Page 1 - Microsoft if Fie Eat New Favories Tools Hele Back - Back - Principal/QAT C Survey Describe how familiar you are wit Rationale for the QAT Policy Context for the development of the QAT Paper-based Task 2005	Atemet Explorer provided by Search Soft Favortes Construction Surveys: Principal Survey Page 2 explored Co-ordinator page Pre- th the 2005 QAT. (Please Very familian Reas	y Education Queensi vious 1 2 3 4 tick the appropriat sonably familiar Si	and (6.0) 2 6 7 M e box) lightly familiar H	C	- Microsof	** 4:35 Ph Thursda
Start Start Control of the Control of the Contr	ternet Explores provided by Search Favores Provided by Sorveys: PrincipalSurveyPageZeep Co-ordinator page Pres to the 2005 QAT. (Please Very familian Reas	v Education Queensit x x x x tick the appropriat c c c c c c c c c c c c c	and (6.0) <u>5</u> <u>6</u> <u>7</u> <u>N</u> e box) lightly familiar H C C C	it is a second s	sfts,	** 4:35 Ph Thursda
Start	ternet Explorer provided by Search Favortes F Saveys/ParcipalSuveyPage2.esp Co-ordinator page <u>Pre</u> to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please)	v Education Queens!	and (6.0) <u>5</u> <u>6</u> <u>7</u> <u>N</u> e box) kghthy familiar H T? (eg students	ti Save		** 4:35 Ph Thursda
Text diversitivity (2016) = Microsoft Eff File Eat View Favorities Tools Hel Block	ternet Explorer provided by Search Favortes F Saveys/ParcipalSuveyPage2.esp Co-ordinator page <u>Pre</u> to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please Very familiar Reas Co-ordinator construction to the 2005 QAT. (Please)	v Education Queens!	and (6.0) <u>5</u> <u>6</u> <u>7</u> <u>N</u> e box) kghthy familiar H T? (eg students	ti Save	sfts,	** 4:35 Ph Thursda

🗿 Back • 🕥 🔺 😰 🏠 🖉 See	rch 💬 Favort	• @ 🖻 🔗	\$ 00			
Address 🎻 http://www.2005.gat.eq.edu.au/Surveya	/PrincipalSurveyPa	çe) aspx				Go Links 🖏
Principal/QAT Co-ord Survey	linator _{pag}	e <u>Previous 1</u> 2	3 4 5 6 7	<u>Next</u>	Save	
Describe the demands the 2005 QAT p (Please tick the appropriate box)	laced on your	students.				
	A lot	Some	A little	None		
Assumed knowledge (factual procedural and conceptual)	C	r	С	Г		
Required processing skills (eg analysing, interpreting etc) in working						
with ideas information artefacts and texts.	C	C	C	Е		
IT skills	E	E	C	с		
Literacy	C	F	C	E.		
Numeracy	г	r	n	C		
Time management/ "test wiseness"	C	C	C	D		
					Continue	

TeacherSurveyPage1 - Microsoft Internet I File Edit View Favortes Tools Help	sebjores bro	wided by Education Qu	eensland (6.0)					_ [5] ×
	h 🕎 Favo	nes 🌮 🖂 🔅 •	A	à B				
Address 🕼 http://www.2005.gat.eq.edu.au/Surveyt/P	incipalSurvey!	^o sge4.asgx				: D	Go Lin	ა ფ. •
Principal/QAT Co-ordin Survey	nator _{pe}	nge <u>Previous</u> 1 2	3 4 5 5 7	Next	Save			
What demands did the administration of t terms of the following?	he 2005 Q	AT place on your sch	ool in					
	A lot	Some	A little	None				
Teachers' time	Г	r	r	C				
Teachers' expertise	C	C	C	C				
School time-table	c	•	п	Г				
IT facilities	Г	n	r	Г				
School resources	C	r	Г	r				
Reporting system	r	r	г	r				
Communication with parents/community	С	С	n	C				
					Continue			
ê] Darxe							Internet	
Image: Start Image: Start Image: Start Image: Start Image: Start Image: Start Image: Start Image: Start Image: Start Image: Start	·I'	Inbox - Microsoft Outl	(2) TeacherSurver	/Page Doci	ument1 - Microsof]	x	4:36 PM Thursday

🗿 Baok • 🥥 🛛 🗶 💈 🏠 💭 Search 👾 F Address 🔊 http://www.2005.gat.eg.edu.au/Surveya/PrincipalSur			<u> </u>	ň 🖹 🗋			30	Go Links 🖣
AT Principal/QAT Co-ordinator Survey	page Pr	rvious 1 2	3 4 5	<u>6 Z Next</u>	Save			
Indicate the extent to which the QAT met the ain (Please tick the appropriate box)	as of good	문화가 문화가 있는	t, practice and			itions. Paper	· based task	An
	Great	Some	A little	Not at all	Great	Some	A little	Not at al
Assess higher-order thinking skills	С	Г	п	C	C	С	C	C
Assess transformation of information and ideas	Γ	C	Ē	C	C	С	C	n
Connect to the wide world	٣	r	C	Б	Γ	r	r	n
Connect to syllabus (SOSE and the Arts)	С	С	r.	C	r	С	C	С
Illustrate innovative assessment	r	С	C	C	C	Г	E	Ē
Provide authentic assessment	r	Г	D	Г	Г	Γ	E	Г
Promote enjoyment in learning for students	C	r	n	c	Г	Г	C	D
Include interesting stimulus materials	Г	Г	С	C C	Π	C	Ē	С
Use intellectually challenging tasks	Г	С	Π	С	Г	C	C	. 6
Provide interesting tasks	С	Г	n	С	Г	С	C	n
Be accessible for the full range of students	C	Г	C	C	Г	С	C	, C
Be pitched at an appropriate level of difficulty	С	С	Г	Г	Γ	С	с	г
Incorporate multiliteracies	C	С	n	Г	r	Г	r	r
								Continue

Principal/QAT Co-ordinato page Pervisors 1 2 2 3 5 5 Save	🗿 Back 🔹 🥥 🙁 🙎 🏠 🔊 Search 🍸 Favortes 🎸 ddress 📳 http://www.2005.gat.eq.edu.au/Surveys.PhropelSurveyPage6.aep						<u> </u>	links 📆
Very positive impact Some positive impact No impact	Dage Cic	<u>vious 1 2 3</u>	4 5 5 2	Next	Save	_		
Students' experience of intellectually challenging tasks Improving students' motivation Improving students' antitudes to assessment Improving students' attitudes to assessment practices Improving students' achievements Improving students' achievements Improving students' achievements Improving students' achievements Improving students' and the seeds of all students Improving students Improving students' achievement tasks Improving students assessment tasks Improving students Improving students' achievement tasks Improving students' achievement tasks Improving students' achievement tasks Improving students Improving students' achievement tasks Improving students' achievement tasks Improving students Improving students' achievement tasks Improving students' achievement tasks <td< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></td<>								
Improving students' attitudes to assessment Students' experience of tasks relevant for future learning Students' use of skills relevant for future learning Students' experience of innovative assessment practices Reporting of students' achievements Reporting of students' achievements Reporting of students' avareness of alternative assessment Reporting a model for future assessment tasks Neeting the needs of all students Neeting the needs of all students	Students' experience of intellectually challenging tasks		공품 영향은 소문을					
Students' experience of tasks relevant for future learning Students' use of skills relevant for future learning Students' use of skills relevant for future learning Students' experience of innovative assessment practices C Seporting of students' achievements C Seporting of students' achievements C Seporting of students' avareness of alternative assessment C Seporting of students' avareness of alternative assessment C Seporting a model for future assessment tasks C Seporting the needs of all students C Seporting of state-wide standards C Seporting of state-wi	ncreasing students' motivation	r	E	Г	r	r.		
Students' use of skills relevant for future learning Students' use of skills relevant for future learning Students' experience of innovative assessment practices C Students' achievements C Students' avareness of alternative assessment C C C C C C C C C C C C C C C C C C C	mproving students' attitudes to assessment	C	C	Γ	С	σ		
Students' experience of innovative assessment practices C C C C C C C C C C C C C C C C C C C	Students' experience of tasks relevant for future learning	С	C	П	r	C		
Reporting of students' achievements □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	Students' use of skills relevant for future learning	C	Γ	n	c	Г		
Increasing teachers' awareness of alternative assessment Increasing teachers' awareness of alternative assessment Increasing a model for future assessment tasks Increasing the needs of all students Increasing your understanding of state-wide standards Increasing your understanding of your your your your your your your your	itudents' experience of innovative assessment practices	c	Ľ	Г	C	C		
rractices C C C C C C C C C C C C C C C C C C C	Reporting of students' achievements	C	С	Б	Γ	Γ		
Vleeting the needs of all students		Г	Г	П	C	Γ		
ucreasing your understanding of state-wide standards	Providing a model for future assessment tasks	C	Г	n	r	Г		
- 2월 2017년 1월 2017년 1 2월 2017년 1월 2	Veeting the needs of all students	C	Г	С	С	Г		
	ncreasing your understanding of state-wide standards	C	E	r	•		Continue	

TeacherQuestionnaire - Microsoft Internet Explorer provided by Education Queensland (6.0)		_ (8) >
Back - 🕑 - 😹 😰 🏠 🔎 Search 🔆 Favories 🔗 🔜 🔊 - 🏠 - 😓 🕺 🛍 🛍		
láress 🙋 http://www.2005.qat.eq.edu.au/Surveys/PhricipalSurveyPage7.aspx	· 2 @	Links 🧙 -
Principal/QAT Co-ordinator page Previous 1 2 3 4 5 6 7 Next Save		
What factors have helped the implementation and use of the 2005 QAT at your school?		
What factors hindered the implementation and use of the 2005 QAT at your school?		
	E	
if another common assessment task were to be developed what suggestions do you have for improvement:		
	E	
How will your school report the students' results from the 2005 QAT?		
	3	
if the school intends to make use of the results to inform future planning of teaching and learning how will this be done?		
	E	
Why did the school want to be involved in this pilot study?		
	E	
Would the school be willing to participate in future developments?		
	Ē	
	Continue	
	💣 Intern	
Start & TeacherQuestionnal Document - Microsoft Access - [[] Document - Microsoft Out TacherQuestionnal	33	4:38 PM Thursday

) Back + 🕥 - 🖹 🖹 🏠 🔎 Search 🔆 Favories 🀼 🖃 🗇 + 🏝 - 🧼 🖌 🛍 🖹	• 🖸 🗠	Links 📆 -
n-		
Thank you for completing this survey.		
The team will be conducting some telephone interviews with teachers. If you are interested in being involved please email your name, telephone number and preferred time of contact to:		
rebecca.athanasiov@ged.qld.gov.au		
Done	🗳 itte	met

APPENDIX 2 Teacher Survey

pp. 137 - 140

Teacher Survey

TeacherSurveyPage1 - Microsoft Intern	iet Explore	r provided b	Education Qu	eensland (6.0)				_ [5] ×
File Edit View Favorites Tools Help	iearch	Favortes 62	নি	A- 26 D	2			Æ
Address 🕼 http://www.2005.gat.eg.edu.au/Surve			· · Vicinid	<u>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</u>	,	·	🖸 Go Li	niks 🚓 -
QAT Teacher Survey		page Pro	vicus <u>1 2</u>	3 4 5 6 Next	t Save			
What are your teaching areas?								
What year levels do you teach?		4024300	10,035,430,0413-15			lauraista, si tribrit diy		
Describe your role(s) in the QAT 200:	5 Pilot. (Pl	lease tick th	e appropriate	box)				
	A lot	Some	A little	None				
I assisted in the preparations for the QAT at my school.	r	r	r					
I was involved in supervision of the administration of the QAT at my school.	C	C	C					
I provided feedback to the QAT team.	С	E	r	F				
I was involved in on-line marking.	C	C	C	D				
I was involved in marking the constructed response paper.	C	r	С	C		Continue		
2) Done							🔮 internet	-
1 Start @ 🖓 😿 🖉 Microsoft Aci			Aicrosoft Outl	TeacherSurveyP	age 🔄 Trent		a III	4:41 PM Thursday

<u>k</u>	eys/TeacherSurveyPa	çe.2.ançıx			🚹 🛃 Go Links 📆
CAT Teacher Survey	pag	e <u>Previous</u> 1 2 3	4 5 6 N	<u>ext</u> Save	
Describe how familiar you are with th Please tick the appropriate box)	be 2005 QAT.				
	Very familiar	Reasonably familiar	Slightly familia	ar Not at all familiar	
Rationale for the QAT	C	E	Г	r,	
aper-based Task 2003	D	r	С	C	
Computer-based Task 2005	E	F	n	C	
					ontinue

ddress 🔊 http://www.2005.gat.eq.edu.au/Survey	s/ lescherourveyra	ge Jaspx			💽 🔂 Go 🛛 Links 🛧
CAT Teacher Survey	pag	e <u>Previous 1</u> 2	3 4 5 6 <u>N</u> e	<u>xt</u> Save	
Describe the demands the 2005 QAT p Please tick the appropriate box)	Jaced on your	students.			
	A lot	Some	A little	None	
Assumed knowledge (factual procedural and conceptual)	r	C	C	C	
Required processing skills (eg analysing, interpreting etc) in working with ideas information artefacts and texts.	r		C		
IT skills	C	c	C	C	
Literacy	C	Ē	r	C	
Numeracy	Г	Г	r	r	
Fime management/ "test viseness"	C	C	r	C	
				C e	ontinue

🗿 Back - 🌖 - 🗶 🍰 🏠 🖉 Search 🏸 I	Favortes	2 2 3	· Æ· 🖕	X 🗅 🗄 .				
ddiess 👔 http://www.2005.gat.eq.edu.au/Surveys/TeacherSu	rveyPage4.as	CX.					3 G	Go Links 📆
AT Teacher Survey	page <u>Pr</u>	evious 1 2	3 4 2	6 Next	Save			
ndicate the extent to which the QAT met the air	ns of good	d assessmen	t, practice and	l íts formal des	ign specific:	ations.		
Please tick the appropriate box)			er based task A little	Notatal	Great	Paper	based task A little	Not at all
Assess higher-order thinking skills	Great	Some			Great.	- Soline	C III.	
ssess transformation of information and ideas	С	С	E	C	n	E	E	С
connect to the wide world	С	С	C	r	n	n	С	С
connect to syllabus (SOSE and the Arts)	C	с	c	c	C	C	c	C
llustrate innovative assessment	C	r	r	C	n	n	Ē	C
rovide authentic assessment	С	C	E	C	Г	С	C	C
romote enjoyment in learning for students	С	Г	C	Г	D	C	E	С
nclude interesting stimulus materials	r	Г	C	С	Г	Г	С	n
se intellectually challenging tasks	C	r	Γ	r	C	C	· 💭	
rovide interesting tasks	C	C	C	c	C	С	Ē	E
e accessible for the full range of students	n	Г	c	C	Г	n	Ē	C
e pitched at an appropriate level of difficulty	Π	n	n	r	Г	n	Γ.	
ncorporate multiliteracies	. C	r	Г	С	C	C	D	
								Continue
http://www.2005.qat.eq.edu.au/Surveys/TeecherSurveyPage4	asux							nternet

🎯 Back - 🌍 - 🛣 😰 🏠 🔎 Search 🥎 Favories 🧭 🔂 🖉 - 🏝 🧞 🦄 👘 🖺									
QAT Teacher Survey page Pre	<u>vious 123</u>	456 N	ext S	Ne					
Indicate the effect of the 2005 QAT on the following: (Please tick the appropriate box)	Very positive impact	Some positive impact	Little positive impact	No impact at all	Negative Impact				
Students' experience of intellectually challenging tasks	Γ	Γ	r	r.	r				
Increasing students' motivation	E	C	Г	Г	С				
Improving students' attitudes to assessment	C	C	n	C	Π				
Students' experience of tasks relevant for future learning	с	C	n	r	Г				
Students' use of skills relevant for future learning	C	Г	Γ	r	C				
Students' experience of innovative assessment practices	r	С	n	r.	Π				
Reporting of students' achievements	r	Г	n	С	Γ				
Increasing teachers' awareness of alternative assessment practices	C	C	Π	r	r				
Providing a model for future assessment tasks	С	С	Г	Г	C				
Meeting the needs of all students	С	С	n	Г	Π				
Increasing your understanding of state-wide standards	C	Г	C	C	Γ				
						Continue			

TeacherQuestionnaire - Microsoft Internet Explorer provided by Education Queensland (6.0)	<u>_[6]</u> :
Back - → · R Z A → Seach ☆ Favortes & 🖂 🖉 . A → A · → A · · → A · · → · · · · · · ·	
ddress 😰 http://www.2005.gat.eq.edu.au/Surveys/TeacherSurveyPage6.aspx	🛨 🔂 Go Links 📆 🔸
DAT Teacher Survey page Previous 1 2 3 4 5 5 Next Save	
What factors helped in the organization of QAT 2005 at your school?	
What factors helped you in the administration of QAT 2005 at your school?	
Mhat factors hindered the administration of QAT 2005 at your school?	
If another common assessment task were to be developed what suggestions do you have for improvement:	
Continue	
Start & Image: Microsoft Access - [f] Image: Inbox - Microsoft Outl (*) TeacherQuestionnal Trent	ttemet

TeacherQuestionnaire - Microsoft Internet Explorer provided by Educati e Edit View Favories Tools Help	ion Queensland (6.0)	<u>-[4</u>
) Back • 🌖 · 🖹 🖉 🏠 🔎 Search 🖓 Favortes 🔗 🛃 (*· &· & X 10 15	
iress 🔊 http://www.2005.get.eq.edu.au/Surveys/SurveyLastPage.aspx		🖸 🔂 Go 🛛 Links 🕅
<u>0</u>		
Fhank you for completing this survey.		
The team will be conducting some telephone intervie	ws with teachers. If you are	
nterested in being involved please email your name, ime of contact to:		
becca athanasiov@ged.gld.gov.au		
ne art 🏾 🖉 🕼 🔲 🖉 Microsoft, Access - [f, 🔯 Inbox - Microsoft O	urf () Tauchardunationari () Tract	Internet
tart @ 🕼 🖬 🖉 Microsoft Access - [f, 🔯 Inbox - Microsoft O	and the together westing and the second	4:42 P Thurso

APPENDIX 3 Student Survey

pp. 141 - 146



Evaluation of the Queensland Assessment Task 2005 Pilot

Section A Computer-Based Task

		SA	Strongly A	gree	
		А	Agree		
		U	Undecided		
		D	Disagree		
Please indicate your response by shading in the appropriate ov	al below.	SD	Strongly D	isagree	
Opinion	SA	A	U	D	SD
1. The computer-based task was fun.	0	0	0	0	0
2. The questions ranged from easy to difficult.	0	0	0	0	0
3. The content material was interesting.	0	0	0	0	0
4. The computer-based task was very different from school assessment tasks.	0	0	0	0	0
5. The computer-based task required me to think about my answers.	0	0	0	0	0
6. The computer-based task required me to use my computer skills.	0	0	0	0	0
7. I was adequately prepared for the computer-based task.	0	0	0	0	0
8. The computer-based task was very different to what I expected.	0	0	0	0	0
9. The questions allowed me to show what I could do.	0	0	0	0	0



Section A Computer-Based Task

63074 Section A Com	puter-daset	1 1 45K	SA Stro	ongly Agree	2
			A Agr	ee	
			U Und	lecided	
			D Disa	agree	
			SD Stro	ngly Disag	ŗree
Support	SA	Α	U	D	SI
0. The login instructions were clear.	0	0	0	0	0
1. The task instructions were clear.	0	0	0	0	0
2. There was adequate time to complete the tasks.	0	0	0	0	0
3. My computer skills were adequate to complete the tasks.	0	0	0	0	0
4. The lead-in activity on contours was helpful.	0	0	0	0	0
5. There was adequate computer-based information and help provided.	0	0	0	0	0
6. I found it easy to navigate around the question.	0	0	0	0	0
7. I made use of the help sections provided.	0	0	0	0	0
8. I had adequate content knowledge to complete the task.	0	0	0	0	0
Skills					
 To complete the computer-based task I used the following skills: 	A Lot	Some	A Li	ttle	Not at all
Deciding	0	0	C	>	0
Designing	0	0	C	\mathbf{D}	0
Mapping	0	0	C	>	0

Section A Computer-Based Task

Other Skills				
20. List below any other skills you used to complete the computer-based task.	A Lot	Some	A Little	Not at all
	0	0	0	0
	0	0	0	0
	0	0	0	0

21. What did you find was the most difficult part of the computer-based task ?

63074

22. What did you find was the most interesting part of the computer-based task ?



Section A Computer-Based Task

23. Did you learn anything in completing the computer-based task ? What did you learn ?

24. What suggestions for change do you have to improve the computer-based task ?



Section B Paper-Based Task

	SA	Strongly Agree
	А	Agree
	U	Undecided
	D	Disagree
Please indicate your response by shading in the appropriate oval below.	SD	Strongly Disagree

Opinion	SA	Α	U	D	SD
25. The paper-based task was more difficult to complete than the computer-based task.	0	0	0	0	0
26. I enjoyed completing the paper-based task.	0	0	0	0	0
27. There was enough information given to complete the paper-based task.	0	0	0	0	0
28. There was enough time to complete all the questions.	0	0	0	0	0
29. The paper-based task caused me to think carefully about my answers.	0	0	0	0	0
30. The content of the paper-based task was interesting.	0	0	0	0	0

31. What did you find was the most difficult part of the paper-based task ?



32. What did you find was the most interesting part of the paper-based task ?

33. Did you learn anything in completing the paper-based task ?

34. What skills did you have to use to complete the paper-based task ?

35. What suggestions for change do you have to improve the paper-based task ?

36. If you have any additional comments related to the Queensland Assessment Tasks, please add them here.

Thank you for completing this questionnaire.

APPENDIX 4 Focus Group Interview - Teachers pp. 147 -149

Focus Group Interview – Teachers who are Marking the QAT

Introduction

- 1. How familiar are you with the Queensland Assessment Task?
 - Rationale for the QAT
 - Policy Context for the development of QAT
 - Intent of the QAT
- 2. How **relevant** do you think the QAT has been?
 - For teaching
 - For student learning
 - For reporting
 - For local accountability
 - For system level reporting

Design Brief and Specifications

- 3. Could you briefly describe your **role** in the development of the QAT?
 - Was your school involved in the trial of the 2003 QAT?
 - Did you give the QAT team any feedback concerning the 2003 trial and if so what form did this feedback take?
 - What was your role in the design of the QAT (constructed response task)?
 - What was your role in the design of the QAT (paper-based task)?
 - Did you have a role in the implementation of the QAT at your school?
 - Did you administer the QAT at your school?
 - Did you manage the student completion of the QAT?
 - Other role?

4. How would you assess your school's **readiness** for the implementation of the QAT?

- Adequately consulted
- Informed
- Adequately resourced
- Sufficiently prepared

Technical Considerations

- 3. As a **marker**, how have you familiarized yourself with:
 - the marking scheme?
 - the procedures for the marking of the QAT?

4. Did you have any role in determining the **standards** that would be used in the marking of the QAT?

5. How will/should the results of the QAT be **reported**?

Reporting a student's individual results to his/her parents

Reporting students' results at system-level

- Reporting the overall results of the group of students who completed the QAT to their parents

Comparing the school's results with statewide results

6. To what extent do you think that the results from the QAT will be **useful** for:

- informing teaching

- formative feedback to improve student learning
- a resource for future planning
- school publicity
- other?

7. From your marking of the QAT how **valid** do you think the tasks have been?

- do you think they have measured what they claim to measure?

- do you think that the QAT aligns with the constructs of (1) knowledges (factual, procedural and conceptual), (2) processing (cognitive and linguistic processes associated with reflecting, communicating and enacting across domains eg analyzing and deducing, creating and presenting, expressing and performing), (3) self and others (interpersonal, personal and ethical dimensions)?

 be 'intellectually challenging and to have connections to the wide world';
 assess students' achievements in 'transforming ideas and/or information' and provide assessment data on processing;

3. assess students' underlying skills (such as: deciding, analysing, mapping, interpreting) and dispositions (such as: logic, level of comfort with technology);

4. draw on The Key Learning Areas (KLAs) of Studies Of Society and Environment (SOSE) and The Arts that might provide some assessment data on 'knowledges' (facts, concepts, procedures);

5. provide assessment data on 'self and others' (i.e. ethical, personal and interpersonal dimensions);

6. pitch the level for the assessment tasks at Level 5;

7. extract measures of performance in literacy and numeracy, and

8. incorporate multiliteracies (including ICTs) into the task.

8. To what extent do you think that the tasks are **reliable** in their measurement, that is how consistent, dependable or repeatable and free of error?

- how has this been achieved?

9. Have there been any **benefits** for you as a marker?

better understanding of the standards

- better understanding of the procedures involved in achieving reliability

- insights into how the assessment of student learning can be facilitated by the use of the computer?

10. In the marking of the QATs was it apparent that adequate support had been provided for those students with special needs?

Policy Context

11. In the context of the Queensland Curriculum and Reporting Framework there will be statewide assessment of the essential learnings in years 4, 6 and 9. It is proposed that there will be Common Assessment Tasks. How helpful do you think the experience of the QAT is for the **development of a common assessment task**?

- What were the important lessons for your school in the implementation and administration of the QAT?

- What professional development needs will be required by schools implement common assessment tasks?

- What resources will be needed if common assessment tasks are introduced?

12. What suggestions do you have improvement in the development of a **common assessment task**?

- design and development
- implementation
- marking

APPENDIX 5 Focus Group Interview – QAT Developers

p. 150

Focus Group Interview – QAT Developers

Introduction

- 1. How would you describe your role in the development of the QAT?
 - designer
 - developer
 - administrator
 - manager

Design Brief and Specifications

- 2. How was the **design brief** determined?
 - What was your role?
 - What did this involve?
- 3. Did you have any say in the **specifications**?
 - How were the specifications determined?
 - Was there a consultation process?
- 4. How did the team go about **developing** the QAT?
 - What was involved in the trial period?
 - Who was involved and how was this determined?
 - Who managed the development of the QAT?
 - What was the role of the schools in the development of the QAT?
 - What was the role of the teachers in the development of the QAT?

Technical Issues

- 5. How did the team address the **validity** issue?
 - How were the decisions made about what would be assessed?

- What was involved in the **alignment** of the assessment tasks with

the identified constructs of knowledges, processing and self and others?

- 6. What was the procedure for the development of the **marking guides**?
 - Who was involved?
 - How was the **reliability** of the assessment of the QAT addressed?
- 7. How was the **management** of the marking organized?
 - What was the role of teachers in the marking process?
- 8. How do you think the results of the 2005 QAT should be **reported**?

9. If you had the opportunity to develop the 2005 QAT again what recommendations would you make for improvement?

10. What would you suggest are the key lessons from the development of the 2005 QAT for future development of common assessment tasks?

APPENDIX 6

Please circle the correct title of the person you interview and then make notes under each question.

- 1. Teacher or
- 2. Principal/QAT Co-ordinator?

Interview Questions

- 1. How **relevant** do you think the QAT has been?
 - For teaching
 - For student learning
 - For reporting
 - For local accountability
 - For system level reporting
- 2. Do you think that the tasks were intellectually demanding?
- 3. Do you think that the students were motivated by the tasks?
- 4. Do you think that the tasks supported **all** students in the production of a performance of high quality? (i.e students with special needs, Indigenous and Torres Strait Islanders)
- 5. Do the tasks require performances that are relevant and adequate for the targeted intentions? (i.e construct of processing, transforming information by analysing, deciding, evaluating etc.)

6. Could you briefly describe your **role** in the implementation or administration of the QAT?

- 7. How would you assess your school's **readiness** for the implementation of the QAT?
 - Adequately consulted
 - Informed
 - Adequately resourced
 - Sufficiently prepared
- You will receive overall grades for each student and comparative data of your school with the other schools that took part in the 2005 QAT. To what extent do you think that this information will be useful for:
 informing teaching

- formative feedback to improve student learning

- a resource for future planning

- school publicity

- other?

 In the context of the Queensland Curriculum and Reporting Framework there will be statewide assessment of the essential learnings in years 4, 6 and
 It is proposed that there will be Common Assessment Tasks.

How helpful do you think the experience of the QAT has been for the **development of a common assessment task**?

- What were the important lessons for your school in the implementation and administration of the QAT?

- What professional development needs will be required by schools implement common assessment tasks?

- What resources will be needed if common assessment tasks are introduced?

10. What suggestions do you have improvement in the development of a **common assessment task**?

- design and development
- implementation
- marking