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

Val Klenowski

JCU

2006
APPENDIX 1. Principal/QAT Coordinator Survey pp. 133-136
Principal / QAT Coordinator Survey

Did your school utilise the 2005 QAT trial of the computer environment prior to the administration of the 2005 QAT? (Please tick the appropriate box)
- Yes  
- No  
- I don't know

If you ticked yes state how the school made use of the trial software?

Did your school utilise the 2005 QAT lead-in activity (contour lines materials)?
- Yes  
- No  
- I don't know

If you ticked yes state how the school made use of the material?

What percentage of Year 9 students, at your school, completed the 2005 QAT?

If a subset of Year 9 students completed the 2005 QAT, how were students selected? (eg randomly, subject classes, form classes)

Continue

Describe how familiar you are with the 2005 QAT. (Please tick the appropriate box)

- Very familiar
- Reasonably familiar
- Slightly familiar
- Not at all familiar

Rationale for the QAT

Policy Context for the development of the QAT

Paper-based Task 2005

Computer-based Task 2005

To what extent did your school participate in the development of the 2005 QAT? (eg students trialling early drafts, student/teacher feedback provided in early stages)

If your school was involved in the 2003 QAT Pilot, could you describe the role for your school in the process?
Principal/QAT Co-ordinator Survey

Describe the demands the 2005 QAT placed on your students.
(Use the appropriate box).

Assumed knowledge (factual, procedural and conceptual)

Required processing skills (eg. analysing, interpreting etc.) in working with ideas in information artefacts and texts.

IT skills

Literacy

Numeracy

Time management/"test wisdom"

Continue

Principal/QAT Co-ordinator Survey

What demands did the administration of the 2005 QAT place on your school in terms of the following?

Teachers' time

Teachers' expertise

School timetable

IT facilities

School resources

Reporting system

Communication with parents/community

Continue
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.ahoonan@qld.edu.au
Teacher Survey

What are your teaching areas? [Blank line]
What year levels do you teach? [Blank line]

Describe your role(s) in the QAT 2005 Pilot. (Please tick the appropriate box)

- I assisted in the preparation of the QAT at my school. [Radio button]
- I was involved in supervision of the administration of the QAT at my school. [Radio button]
- I provided feedback to the QAT team. [Radio button]
- I was involved in on-line marking. [Radio button]
- I was involved in marking the constructed response paper. [Radio button]

Continue

Describe how familiar you are with the 2005 QAT.
(Please tick the appropriate box)

- Very familiar
- Reasonably familiar
- Slightly familiar
- Not at all familiar

- Rating for the QAT [Radio button]
- Paper-based Task 2005 [Radio button]
- Computer-based Task 2005 [Radio button]

Continue
Describe the demands the 2008 QAT placed on your students. (Please tick the appropriate box)

<table>
<thead>
<tr>
<th>Assessed knowledge (both procedural and conceptual)</th>
<th>A lot</th>
<th>Some</th>
<th>A little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required processing skills (e.g., analyzing, interpreting etc) in working with ideas, information, artefacts and texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT skills</td>
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<td></td>
</tr>
<tr>
<td>Literacy</td>
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</tr>
<tr>
<td>Numeracy</td>
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<tr>
<td>Time management / &quot;twistitness&quot;</td>
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</tbody>
</table>

Continue

Indicate the extent to which the QAT met the aims of good assessment, practice and its formal design specifications. (Please tick the appropriate box)

<table>
<thead>
<tr>
<th>Aims of Good Assessment</th>
<th>Great</th>
<th>Some</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess higher-order thinking skills</td>
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<tr>
<td>Assess transformation of information and ideas</td>
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</tr>
<tr>
<td>Connect to the wider world</td>
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<tr>
<td>Connect to syllabus (SOSE and the Arts)</td>
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<tr>
<td>Illustrate innovative assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provide authentic assessment</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Promote enjoyment in learning for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include interesting stimulus material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use intellectually challenging tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide interesting tasks</td>
<td></td>
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</tr>
<tr>
<td>Be accessible for the full range of students</td>
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<tr>
<td>Be pitched at an appropriate level of difficulty</td>
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<tr>
<td>Incorporate multiliteracies</td>
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</tbody>
</table>

Continue
Teacher Survey

Indicate the effect of the 2005 QAT on the following:
(Please tick the appropriate box)

- Students' experience of intellectually challenging tasks
- Increasing students' motivation
- 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
- Increasing teachers' awareness of alternative assessment practices
- Providing a model for future assessment tasks
- Meeting the needs of all students
- Increasing your understanding of state-wide standards

Continue

Teacher Survey

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?

What 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
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.allinson@yorkshire.gov.uk
# Evaluation of the Queensland Assessment Task 2005 Pilot

## Section A  Computer-Based Task

Please indicate your response by shading in the appropriate oval below.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The computer-based task was fun.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. The questions ranged from easy to difficult.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. The content material was interesting.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>4. The computer-based task was very different from school assessment tasks.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. The computer-based task required me to think about my answers.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. The computer-based task required me to use my computer skills.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>7. I was adequately prepared for the computer-based task.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>8. The computer-based task was very different to what I expected.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>9. The questions allowed me to show what I could do.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>O</td>
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</tbody>
</table>
### Section A  Computer-Based Task

**Support**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
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<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>10. The login instructions were clear.</td>
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<tr>
<td>11. The task instructions were clear.</td>
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<tr>
<td>12. There was adequate time to complete the tasks.</td>
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<tr>
<td>13. My computer skills were adequate to complete the tasks.</td>
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<tr>
<td>14. The lead-in activity on contours was helpful.</td>
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<tr>
<td>15. There was adequate computer-based information and help provided.</td>
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<tr>
<td>16. I found it easy to navigate around the question.</td>
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<tr>
<td>17. I made use of the help sections provided.</td>
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<tr>
<td>18. I had adequate content knowledge to complete the task.</td>
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</tr>
</tbody>
</table>

**Skills**

19. To complete the computer-based task I used the following skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>A Lot</th>
<th>Some</th>
<th>A Little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mapping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section A  Computer-Based Task

#### Other Skills

<table>
<thead>
<tr>
<th>A Lot</th>
<th>Some</th>
<th>A Little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

20. List below any other skills you used to complete the computer-based task.

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

22. What did you find was the most interesting part of the 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

<table>
<thead>
<tr>
<th>Opinion</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. The paper-based task was more difficult to complete than the computer-based task.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. I enjoyed completing the paper-based task.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>27. There was enough information given to complete the paper-based task.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>28. There was enough time to complete all the questions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>29. The paper-based task caused me to think carefully about my answers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>30. The content of the paper-based task was interesting.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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.
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)?

| 1. be 'intellectually challenging and to have connections to the wide world'; |
| 2. 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
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  Interview schedule for Teacher/Principal/QAT Coordinator  pp. 151-153
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

8. 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?
9. 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 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 to implement common assessment tasks?

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

10. What suggestions do you have for improvement in the development of a **common assessment task**?
    - design and development
    - implementation
    - marking