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

Val Klenowski



2006

### Principal / QAT Coordinator Survey

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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		
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Literacy	C	F	C	E.		
Numeracy	г	r	n	C		
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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				
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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
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Very positive impact       Some positive impact       No impact	Dage Cic	<u>vious 1 2 3</u>	4 5 5 2	Next	Save	<b>_</b>		
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	<b>n</b>	r	Г		
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	ncreasing your understanding of state-wide standards	C	E	r	•		Continue	

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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?		
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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		
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# APPENDIX 2 Teacher Survey

# pp. 137 - 140

### **Teacher Survey**

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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		
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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	
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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	
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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	· 💭	
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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				
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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:	
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<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		
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# 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

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			A Agr	ee	
			U Und	lecided	
			<b>D</b> 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					
<ol> <li>To complete the computer-based task I used the following skills:</li> </ol>	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 ?

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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

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#### 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