

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

Val Klenowski



2006

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

Principal / QAT Coordinator Survey

TeacherSurveyPage1 - Microsoft Internet Explorer provided by Education Queensland (6.0)

Address: http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage1.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

Did your school utilize 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 utilize the 2005 QAT lead-in activity (contour line 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)

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Address: http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage2.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy Context for the development of the QAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper-based Task 2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer-based Task 2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

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Address http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage3.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

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

	A lot	Some	A little	None
Assumed knowledge (factual procedural and conceptual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required processing skills (eg analysing, interpreting etc) in working with ideas information artefacts and texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management/ "test wiseness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage3.aspx

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Address http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage4.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

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

	A lot	Some	A little	None
Teachers' time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School time-table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with parents/community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage5.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

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

	Computer based task				Paper-based task			
	Great	Some	A little	Not at all	Great	Some	A little	Not at all
Assess higher-order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess transformation of information and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect to the wide world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect to syllabus (SOSE and the Arts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrate innovative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote enjoyment in learning for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include interesting stimulus materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use intellectually challenging tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide interesting tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be accessible for the full range of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be pitched at an appropriate level of difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate multiliteracies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/PrincipalSurveyPage6.aspx

QAT Principal/QAT Co-ordinator Survey page Previous 1 2 3 4 5 6 7 Next Save

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing students' motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving students' attitudes to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' experience of tasks relevant for future learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' use of skills relevant for future learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' experience of innovative assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting of students' achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing teachers' awareness of alternative assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a model for future assessment tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing your understanding of state-wide standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 **Principal/QAT Co-ordinator Survey** 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?

If another common assessment task were to be developed what suggestions do you have for improvement:

How will your school report the students' results from the 2005 QAT?

If the school intends to make use of the results to inform future planning of teaching and learning how will this be done?

Why did the school want to be involved in this pilot study?

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@qed.qld.gov.au

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APPENDIX 2 Teacher Survey

pp. 137 - 140

Teacher Survey

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage1.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 Next Save

What are your teaching areas?

What year levels do you teach?

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

	A lot	Some	A little	None
I assisted in the preparations for the QAT at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was involved in supervision of the administration of the QAT at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provided feedback to the QAT team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was involved in on-line marking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was involved in marking the constructed response paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage2.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 Next Save

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper-based Task 2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer-based Task 2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage3.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 Next Save

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

	A lot	Some	A little	None
Assumed knowledge (factual procedural and conceptual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required processing skills (eg analysing, interpreting etc) in working with ideas information artefacts and texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management/ "test wiseness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage4.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 Next Save

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

	Computer-based task				Paper-based task			
	Great	Some	A little	Not at all	Great	Some	A little	Not at all
Assess higher-order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess transformation of information and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect to the wide world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect to syllabus (SOSE and the Arts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrate innovative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote enjoyment in learning for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include interesting stimulus materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use intellectually challenging tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide interesting tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be accessible for the full range of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be pitched at an appropriate level of difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate multiliteracies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage5.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 Next Save

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing students' motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving students' attitudes to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' experience of tasks relevant for future learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' use of skills relevant for future learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' experience of innovative assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting of students' achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing teachers' awareness of alternative assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a model for future assessment tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing your understanding of state-wide standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Address http://www.2005.qat.eq.edu.au/Surveys/TeacherSurveyPage6.aspx

QAT Teacher Survey page Previous 1 2 3 4 5 6 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?

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:

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Address <http://www.2005.qat.ed.qld.edu.au/Surveys/SurveyLastPage.aspx> Go Links



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@qed.qld.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 Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

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

Opinion	SA	A	U	D	SD
1. The computer-based task was fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions ranged from easy to difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The content material was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The computer-based task was very different from school assessment tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The computer-based task required me to think about my answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The computer-based task required me to use my computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was adequately prepared for the computer-based task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The computer-based task was very different to what I expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The questions allowed me to show what I could do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Section A Computer-Based Task

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

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

Skills	A Lot	Some	A Little	Not at all
19. To complete the computer-based task I used the following skills:				
Deciding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mapping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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

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 ?



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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
 A Agree
 U Undecided
 D Disagree
 SD Strongly Disagree

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

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

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



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Section B 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)?

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 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