Subject reports

Factsheet

Introduction

The annual subject report provides schools with an analysis of the complete cycle of assessment for the previous year. It is a resource to support the teaching and learning process and to promote transparency and accountability in the broader education community. The report is intended to provide observations and findings to assist and support schools when reflecting on and improving their practices.

What is in the report

The 2022 subject reports cover all General subjects (including Alternative Sequences and Senior External Examination subjects, where relevant), General (Extension) and Applied (Essential) subjects. The information has been gathered from endorsement, confirmation, Applied syllabus quality assurance, and external assessment, where relevant to the subject.

How to interpret the report

Subject data summary

The subject data summary provides information about enrolments and patterns of student achievement. This includes:

- Units 1 and 2 results

- Units 3 and 4 internal assessment (IA) and external assessment (EA) for General and General (Extension) subjects

- Units 3 and 4 internal assessment (IA), including the common internal assessment (CIA) for Applied (Essential) subjects

- final standards allocations

- subject grade boundaries, where appropriate.

This data is subject to a range of factors. After being enrolled in a subject, students may discontinue studies in a subject after completing an IA, change subjects at the end of Unit 1 or Unit 2, or transfer to another school that does not offer the subject. Therefore, numbers for enrolments in a subject, results for each unit, IA, EA or final standards allocations may be different.

Units 3 and 4 IA results for General and General (Extension) subjects are represented as marks and the percentage of students achieving the mark across the state:

- for the total IA results

- by criterion for each IA

- for EA results.

For all Queensland schools

230099

Units 3 and 4 IA results, including the CIA for Applied (Essential) subjects, are represented as standards across the state for the:

- percentage of students who achieved each standard for each IA

- total number of students who achieved each standard for the total IA results.

Internal assessment

The subject report provides information about the application of syllabus objectives through assessment design and assessment decisions for each IA. This information and data have been gathered from the quality assurance processes of endorsement and confirmation. For Essential English and Essential Mathematics, only information gathered about assessment design and the quality assurance process for Unit 3 are included.

Assessment design

Advice about assessment design is based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices. The key outcomes are described in terms of:

- effective practices, which include examples of how the validity and accessibility priorities were effectively demonstrated in assessment instruments

- practices to strengthen, which include recommendations about how schools can address practices identified to improve assessment design.

Assessment decisions

Information and advice about assessment decisions focuses on the attribute of reliability and the extent to which the results of assessments are consistent and accurate.

For General and General (Extension) subjects, this section provides advice in terms of:

- effective practices, which include examples of when the accuracy and consistency of the application of the instrument-specific marking guide (ISMG) for the IA was most effective

- samples of effective practices, which include excerpts from responses that illustrate the characteristics for the criterion indicated. The samples are not complete responses to an instrument. As samples are included where student permission and, where appropriate, school permission has been provided, this means in some cases there may be no samples available for a particular IA.

For Applied (Essential) subjects, this section provides advice in terms of:

- effective practices, which include examples of when the accuracy and consistency of the application of the instrument-specific standards was most effective for Applied (Essential) subjects

- samples of effective practices, which include excerpts from responses that illustrate the characteristics for the standard indicated. The samples are not complete responses to an instrument. As samples are included where student permission and, where appropriate, school permission has been provided, in some cases there may be no samples available for a particular IA.

External assessment

Assessment design

The subject reports provide an overview of the assessment and brief description of the stimulus for EA in General and General (Extension) subjects. (There is no external assessment for Applied (Essential) subjects.)

Assessment decisions

The reports provide information about aspects of the instruments that students responded well to with specific references to objectives, cognitions or assessment technique, as relevant. This section provides advice in terms of:

- effective student responses, which include examples from selected aspects of the instrument where student responses were most effective

- samples of effective practices, which include samples that were selected to illustrate highly effective student responses in some of the assessment objectives or aspects of the assessment. The samples are accompanied by annotations that describe features of the response that reflect the high-level marks awarded. The complete responses to the instrument are not included

- practices to strengthen, which include recommendations for teachers to consider when preparing students for external assessment.

How to use the report

This report provides specific information and annotated samples of student work that can be used to reflect on local practice and support the identification of areas and actions for improvement.

Staff in schools have specific roles and responsibilities (see Section 12 of the *QCE and QCIA policy and procedures handbook*) and, as part of their internal school quality management system, they will have developed internal processes and workflows for continuous improvement.

Schools have access to a range of data sources that can help them identify possible areas to strengthen. These include:

- endorsement directives

- confirmation decisions for General and General (Extension) subjects

- quality assurance advice to schools for Applied (Essential) subjects

- external assessment results and final subject results for previous cohorts (where applicable)

- school-specific subject reports are available via the QCAA Portal > Analytical Dashboard

- webinars and associated resources

- subject reports

- internal school reviews and knowledge about the school context such as resources and staff.

As schools use available information, their workflow may include the following practices relevant to the role in the school.

Principal's delegate

The principal's delegate or principal may conduct a whole-school analysis of the available data to determine the strategies and priorities to improve student outcomes, identify areas for growth and develop plans for future cohorts. The data may be drawn from multiple sources, including those previously mentioned.

These data sources may lead the school to ask questions about patterns and trends across subjects and across the school related to performance, assessment decisions, assessment design and school quality assurance processes. The school and its teachers will also have other specific information about the cohort and school-specific decisions about the delivery, implementation of courses of study, and quality assurance of assessment and assessment decisions.

The subject report provides statewide data and can be used to support schools to identify trends both within and across subjects at the school. The school may then develop whole-school strategies and priorities for addressing identified school-specific opportunities for strengthening processes and performance outcomes.

For example, the school may use data to identify trends and target specific areas such as:

- quality assurance of assessments before endorsement, focusing on a particular assessment priority such as alignment with syllabus objectives

- school cross-marking processes where there are multiple classes and/or multiple teachers to strengthen the reliability of results across a cohort

- facilitating cross-faculty internal workshops to increase effectiveness of pedagogy in identified cognitions that need strengthening, e.g. evaluating and synthesising in preparation for internal and external assessment

- practices that are successful in designing assessment or making judgments that need to be maintained.

Subject leaders

Subject leaders can use the identified school-wide strategies, analysis of subject data and the subject report when identifying subject-specific priorities and actions. The subject report provides insights into the effective practices the school may already be implementing while providing specific advice about practices to strengthen.

Subject leaders can use the subject report to provide leadership to colleagues in how to address specific issues related to assessment design or judgments. They may consider information in an endorsement directive or a decision about judgments alongside the subject report advice about effective practices, practices to strengthen and annotated samples of student work to develop school-based responses to the identified priorities. The report can then be used to provide specific support for staff, contribute to their assessment literacy, and inform their internal community of practice. They may use the materials to begin discussions with colleagues, along with other QCAA materials, for in-school training and calibration.

Teachers

Subject teachers can use the subject report as well as the school-wide analysis of all data to:

- reflect on identified effective practices and how to maintain these with their own classes

- identify the particular instruments, techniques, criteria, objectives or cognitions where subject report advice is relevant and can be implemented

- explore the concrete examples for recommendations to improve practices in assessment design, making judgments or how to prepare students for external assessment, and to determine how to embed these in their practice

- consider how to implement school-wide strategies for improving assessment practices and student performance in the subject.

More information

If you would like more information about syllabuses and subject resources, please visit the QCAA website at www.qcaa.qld.edu.au/senior/senior-subjects or the syllabuses application in the QCAA Portal.

Contact the subject Principal Education Officer if you would like more information and subject-specific advice about:

- implementing syllabuses

- actioning endorsement directives

- understanding confirmation decisions

- how to use the advice in the subject report.

Contact details for each learning area are available on the QCAA website at www.qcaa.qld.edu.au/about/contact/syllabus-contacts or from the Resources tab in the Syllabuses application in the QCAA Portal.