

Subject report: Endorsement

English as an Additional Language — 2026 cohort

This resource identifies strengths and opportunities to improve the development and submission of internal assessment instruments for English as an Additional Language (General subject). Refer to *QCE and QCIA policy and procedures handbook v7.0*, [Section 9.5](#).

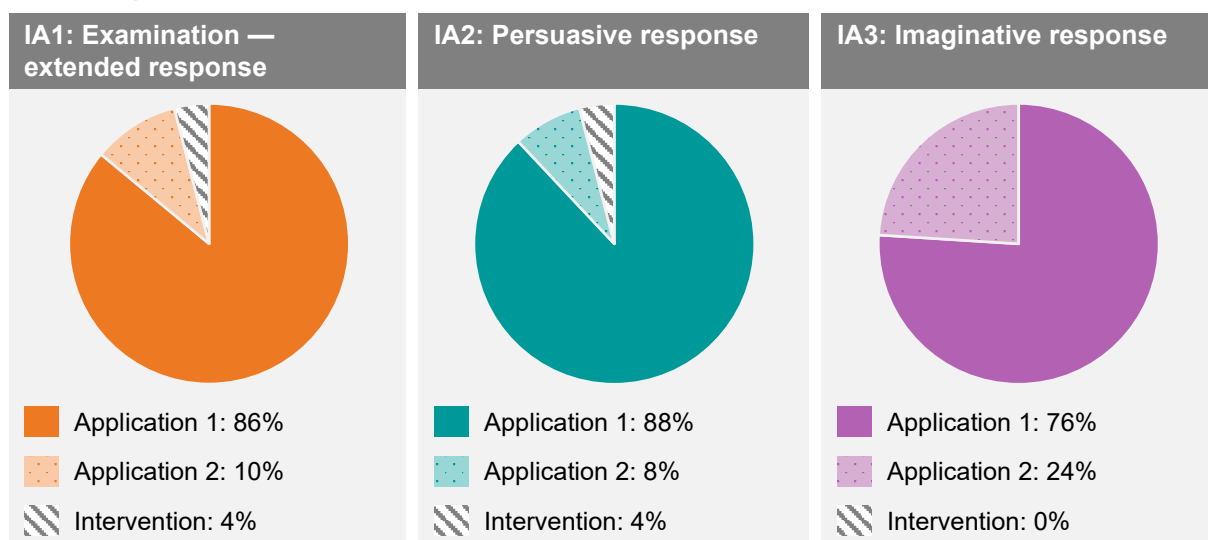
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
51	51	51

Note: Number of instruments may vary due to changes in schools offering the subject after the endorsement process started.

Percentage of instruments endorsed at Applications 1 and 2



Note: Percentages have been rounded to whole numbers and, therefore, may not add up to 100%.

Validity: Reasons for non-endorsement at Application 1 by assessment priority

IA1	IA2	IA3
Alignment: 2	Alignment: 1	Alignment: 11
Authentication: 0	Authentication: 1	Authentication: 0
Authenticity: 1	Authenticity: 0	Authenticity: 0
Item construction: 1	Item construction: 3	Item construction: 0
Scope and scale: 4	Scope and scale: 1	Scope and scale: 0

Accessibility: Reasons for non-endorsement at Application 1 by assessment priority

IA1	IA2	IA3
Bias avoidance: 0	Bias avoidance: 0	Bias avoidance: 0
Language: 0	Language: 1	Language: 0
Layout: 0	Layout: 0	Layout: 1
Transparency: 0	Transparency: 0	Transparency: 0

Note: A priority may be identified more than once in the endorsement decision for an assessment instrument.

Advice for assessment design

Endorsement is the quality assurance process based on the attributes of validity and accessibility. The following advice is based on the endorsement process for the 2026 completion year. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop valid and accessible assessment.

■ IA1: Examination — extended response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- used clearly framed analytical questions that explicitly cued the analysis of representations, ideas and attitudes across two texts, enabling students to demonstrate the required cognition (**alignment**)
- narrowed the analytical focus to one concept, supporting depth of analysis and alignment (**scope and scale**)
- constructed scaffolding that supported engagement with cultural assumptions, attitudes, values and/or beliefs, and aesthetic and stylistic features, without over-directing responses (**item construction**)
- used clear, concise instructions and consistent syllabus-aligned terminology, enabling students to understand expectations and apply knowledge in analytical responses (**language**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- avoiding multiple task options or concepts, which limit students' ability to sustain a coherent analytical response and reduce depth of analysis (**scope and scale**)
- ensuring tasks remain within syllabus scope, avoiding additional evaluative concepts that shift the task away from analysis (**alignment**)
- refining scaffolding to avoid over-direction, which can restrict students' ability to develop independent and sustained analytical arguments (**item construction**)
- ensuring task instructions are clear, logically sequenced and free from language errors, reducing cognitive load and supporting access for students (**language**).

■ IA2: Persuasive response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- identified a clearly defined and contextually appropriate audience, enabling students to establish the role of the writer and develop a relationship with the audience (**alignment**)
- included appropriate timeframes and persuasive purpose grounded in representations and cultural assumptions, values, attitudes and beliefs (**alignment**)
- required students to develop a clear thesis and construct reasoned arguments grounded in representations and cultural assumptions, values, attitudes and/or beliefs (**item construction**)
- used clear and consistent task instructions and terminology, enabling students to understand expectations and apply persuasive strategies (**language**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- identifying a clearly defined audience, avoiding broad or generic audiences that limit students' ability to establish and maintain relationships with readers (**alignment**)
- aligning task conditions to syllabus specifications, including appropriate timeframes for contemporary issues and response requirements (**scope and scale**)
- ensuring tasks maintain a clear persuasive purpose grounded in representations, avoiding general arguments or research-based responses (**alignment**)
- ensuring task instructions are clear, concise and free from unnecessary or confusing information, maintaining consistency in terminology and supporting access for students (**transparency**).

■ IA3: Imaginative response (25%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- required students to respond to an event, situation or scene in a studied text that filled a gap or offered new insight into a character or their aspects of text (**alignment**)
- maintained a clear connection to the stimulus text, ensuring responses remained grounded in the original text (**alignment**)
- constructed tasks that required imaginative transformation, enabling students to develop representations of concepts, identities, times and/or places (**item construction**)
- used clear instructions with consistent terminology, enabling students to understand task expectations and apply imaginative responses (**transparency**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- ensuring tasks include responding to a character, filling a gap, or offering a new insight (**alignment**)
- refining task construction to ensure responses require imaginative transformation, avoiding tasks that are unclear or do not reflect the imaginative purpose (**item construction**)
- using consistent and appropriate terminology for task forms, avoiding confusing or unfamiliar labels that may impact student understanding (**language**)
- ensuring task instructions clearly define audience and context, supporting student understanding of purpose and role (**language**).



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