

Subject report: Endorsement

Essential English — 2026 cohort

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

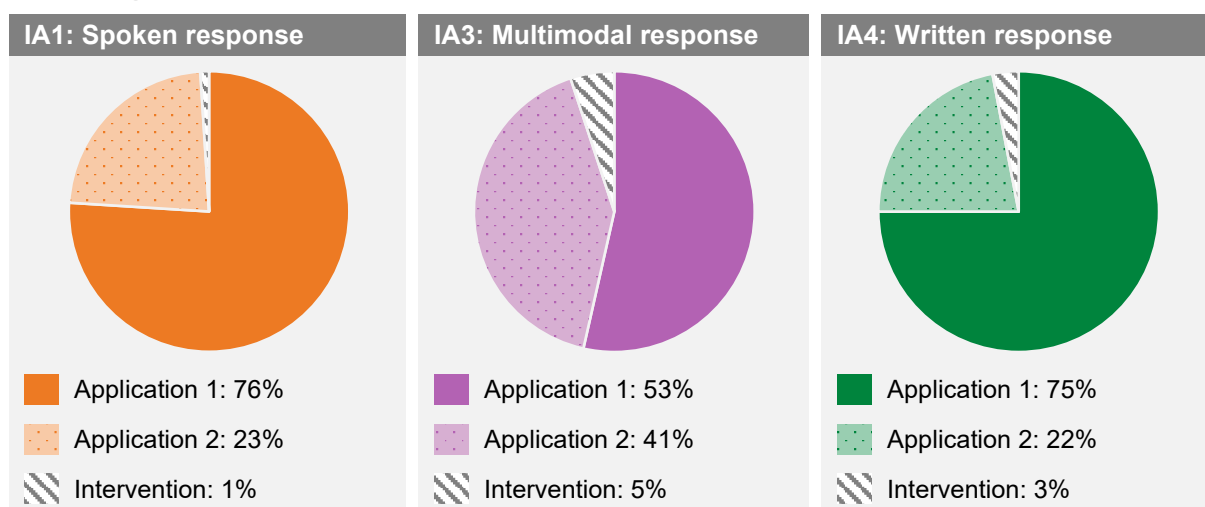
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA3	IA4
515	515	515

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	IA3	IA4
Alignment: 37	Alignment: 136	Alignment: 66
Authentication: 51	Authentication: 47	Authentication: 13
Authenticity: 4	Authenticity: 9	Authenticity: 4
Item construction: 10	Item construction: 24	Item construction: 7
Scope and scale: 7	Scope and scale: 90	Scope and scale: 38

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

IA1	IA3	IA4
Bias avoidance: 1	Bias avoidance: 0	Bias avoidance: 3
Language: 32	Language: 31	Language: 21
Layout: 6	Layout: 1	Layout: 0
Transparency: 10	Transparency: 36	Transparency: 15

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: Spoken response

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the spoken genre (e.g. podcast, radio segment, audio opinion piece) matched the text type (persuasive, reflective or imaginative) to enable students to structure responses and communicate their ideas in an authentic way within a real-world context, e.g.
 - a reflective/persuasive true crime podcast
 - a reflective radio segment describing a recent travel experience and key life lessons learnt
 - an imaginative radio segment recreating the personal story of a particular life moment
 - a persuasive audio opinion piece in an online newsletter (**alignment**)
- scaffolding supported student planning without over-directing, so students could demonstrate independent construction of ideas, individual voice in spoken responses and sequencing of content to reflect their own specific purpose (**item construction**)
- instruments explicitly guided students about how much content to cover in responses so they could show depth of knowledge rather than superficiality, e.g. by specifying a maximum number or range (e.g. 1–3) of recommendations that students should provide within the syllabus conditions of up to 6 minutes (**scope and scale**)
- instructions avoided bias, stereotypes and inappropriate content, preventing cultural misappropriation and enabling all students to access the task and develop appropriate roles with their audience (**bias avoidance**).

Practices to strengthen

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

- aligning instructions with the creating focus of IA1 (the shaping of representations and using opinions to influence audiences), by using syllabus-required cognitive verbs (e.g. construct) rather than those associated with the deconstruction of another's text (e.g. explain) (**alignment**)
- aligning authentication processes with syllabus requirements, including four weeks notification of the task and clearly defined, sequenced, task-specific checkpoints to support monitoring of student work (**authentication**)
- using accurate and consistent written expression across all sections to ensure instructions are clear, and modelling correct grammar, punctuation, spelling and language choices (**language**)
- using instructions that create open-ended tasks and compel students to develop and express their own viewpoints, rather than constraining students' individuality through predetermined positions or perspectives (**item construction**).

IA3: Multimodal response

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- specified a multimodal genre that aligned to syllabus objectives and enabled students to use appropriate patterns and conventions in responses, e.g.
 - a multimodal webpage incorporating a 6-minute PowerPoint film review explaining how a class-studied text (e.g. *The Happiest Refugee*, 1–2 episodes of *Australian Story* or *Four Corners*) represents 1–2 individuals
 - a multimodal media segment explaining how a representation of a contemporary issue, minority group or marginalised group in a class-studied text could appeal or offend
 - a multimodal film review for the Culture section of *The Guardian*'s online review page explaining how a particular concept in a class-studied text (e.g. *The Help*, *Champions*, *Ted Lasso*) has been represented and whether it is relevant and/or entertaining for contemporary audiences (**alignment**).

Practices to strengthen

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

- ensuring alignment with syllabus cognitions by using 'explain' rather than higher-order cognitive verbs such as 'analyse', 'evaluate' or 'compare', e.g. 'explain how a representation is constructed' rather than 'analyse how a representation is constructed' (**alignment**)
- aligning checkpoint timelines to ensure students receive four weeks notification of the task and that one multimodal draft is submitted for teacher feedback on the combined use of spoken and complementary features (**authentication**)
- providing students with a clearly defined focus to enable sustained, in-depth textual deconstruction/s within syllabus conditions of up to 6 minutes, e.g. explaining *one* representation in *one or two* texts rather than explaining broad concepts such as 'the media's influence on teens' (**scope and scale**)
- using accurate written expression and consistent instructions to clearly communicate task expectations in a way that aligns with syllabus requirements (e.g. consistent use of 'explain'), and modelling appropriate grammar, spelling and punctuation (**language**).

■ IA4: Written response

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- specified both a class-studied Australian popular culture text as a springboard for student responses and an audience, enabling students to construct and shape representations about an aspect of the text for a defined group of readers, e.g.
 - *Blackrock* — students write 1–3 diary entries, each at a different moment during the criminal investigation, discussing their own attitudes toward justice and exploring who is guilty
 - *Irreverent* — students write a blog for a youth’s travel website about travelling to North Queensland during gap year, focusing on a popular must-do experience, personal stories, local cuisine and/or cultural experiences
 - *Danger Close: Battle of Long Tan* — students write a personal letter to a family friend from Major Harry Smith or another soldier in the company (**alignment**)
- maintained a single, consistent genre throughout the instrument to prevent ambiguity, e.g. avoided shifts between a blog, narrative and pitch (**transparency**).

Practices to strengthen

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

- ensuring task instructions do not ask students for analysis or textual deconstructions, but instead prompt students to use their own opinions and/or ideas to construct viewpoints and influence audiences, e.g. write an opinion piece lauding or lamenting the appropriateness of *Crocodile Dundee* for contemporary audiences, rather than analyse how *Crocodile Dundee* represents Australian identity (**alignment**)
- including a specified audience and purpose to enable students to deliberately choose language for influencing readers to accept their perspectives and representations, e.g. write an opinion article for the ABC popular culture page about whether *Bluey* is appropriate entertainment for young children (**alignment**)
- limiting the number of elements students are required to produce (e.g. 2–3 diary entries) and narrowing the task’s focus to enable a response within the syllabus conditions of up to 800 words, e.g. one concept in a single text rather than multiple concepts (**scope and scale**)
- maintaining consistent instructions and terminology across sections, e.g. aligning genre, text references and task wording (**transparency**).

Additional advice

- Before submitting an instrument, check the formatting using the Print preview function in the Endorsement application (app). This helps to ensure assessment instruments are well presented with appropriate page breaks and other formatting features.
- If an instrument is not endorsed at Application 1, consider consulting with the lead endorser before submitting the revised instrument at Application 2. These consultations are supportive and provide feedback to school communities to strengthen the endorsement process.



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