

# Subject report: Endorsement

Spanish — 2026 cohort

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

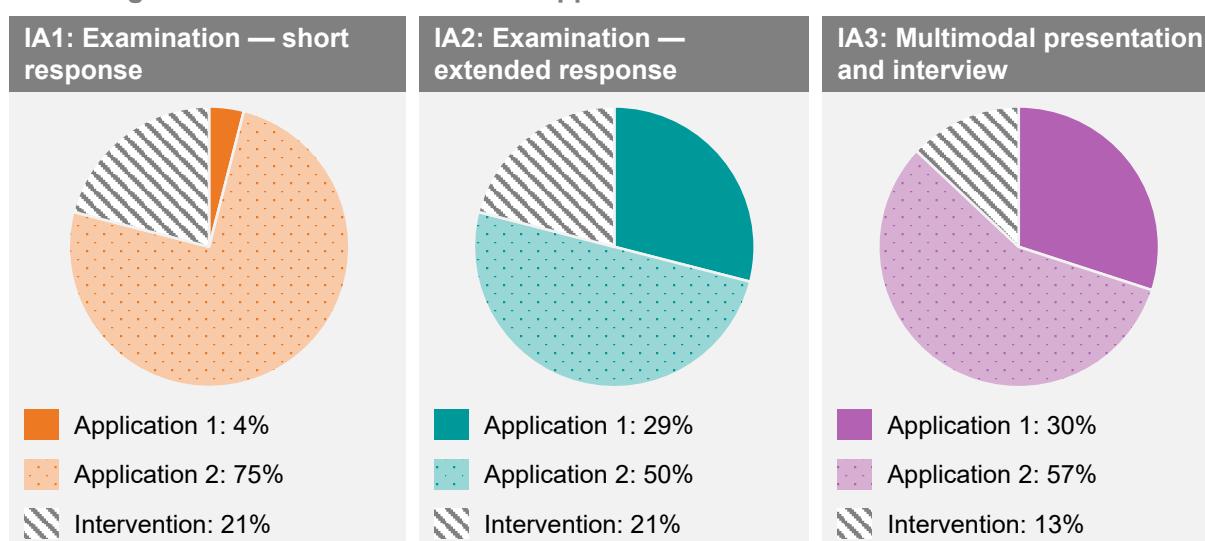
## Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
24	24	23

**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: 20	Alignment: 11	Alignment: 11
Authentication: 0	Authentication: 0	Authentication: 5
Authenticity: 4	Authenticity: 4	Authenticity: 7
Item construction: 9	Item construction: 3	Item construction: 6
Scope and scale: 3	Scope and scale: 3	Scope and scale: 2

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

IA1	IA2	IA3
Bias avoidance: 6	Bias avoidance: 1	Bias avoidance: 3
Language: 3	Language: 3	Language: 2
Layout: 5	Layout: 4	Layout: 0
Transparency: 4	Transparency: 2	Transparency: 1

**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 — short response (20%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- expected responses were provided for all questions and reflected valid, well-substantiated examples of textual evidence (**item construction**)
- questions were clearly worded, referenced stimulus appropriately, and guided students to provide relevant evidence (**item construction**)
- stimulus items adhered to prescribed text types and were clearly aligned with Unit 3 subject matter, supporting valid interpretation and response (**alignment**).

### Practices to strengthen

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

- ensuring indicative responses model traits of high performance levels, including elaboration of ideas, multiple examples of unique evidence, and avoiding direct quotation in Spanish (**alignment**)
- selecting stimulus items that comply with syllabus specifications and Unit 3 language requirements, including subject matter, word limits and linguistic accuracy (**alignment**)
- constructing questions that explicitly direct students to engage with all required elements of purpose, audience, context and tone, and to provide sufficient evidence to demonstrate understanding (**item construction**)
- avoiding use of stimulus items that replicate or significantly resemble Queensland Curriculum and Assessment Authority (QCAA) sample assessments (**authenticity**).

## ■ IA2: Examination — extended response (25%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- stimulus types for the spoken extended response adhered to the syllabus specifications, including visual or short written texts within prescribed word limits (up to 60 words for visual or up to 80 words for written), supporting comprehension and spontaneous interaction (**alignment**)
- written task instructions included a clear text type, contextualised scenario and three distinct bulleted focus points in Spanish, enabling students to address multiple focuses and demonstrate a range of language features (**item construction**)
- task instructions explicitly required students to provide a personal response, drawing on their own perspectives and experiences (**authenticity**).

### Practices to strengthen

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

- selecting subject matter exclusively from Unit 3 Topic 2: The arts, entertainment and sports, or Topic 3: Groups in society, and ensuring the written task and spoken task differ in focus to allow breadth of response (**alignment**)
- designing three clear, distinct bullet points in Spanish that address different focuses within the same subject matter and enable use of varied grammatical structures, particularly past, future, and/or hypothetical language, to enable students to demonstrate the full range of instrument-specific marking guide (ISMG) descriptors (**alignment**)
- developing unseen questions for the spoken response that demonstrate sufficient range and depth, are clearly linked to the stimulus, and support sustained, spontaneous communication (**alignment**).

## ■ IA3: Multimodal presentation and interview (30%)

### Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the stimulus reflected Unit 4 Topics 1 and 2 (youth, future pathways), enabling students to engage with relevant, age-appropriate content and demonstrate syllabus objectives (**authenticity**)

### Practices to strengthen

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

- structuring checkpoints across the required five-week period of working time (**authentication**)
- explicitly identifying the second component as an interview in the task instructions and ensuring the interview is unprepared and completed without access to resources (**item construction**)
- providing explicit details in the task instructions about the multimodal scenario, guiding question and target audience, to enable analytical and evaluative responses (**authenticity**)
- selecting stimulus materials that comply with specifications, including appropriate text types, absence of captions in audiovisual texts, and alignment with Unit 4 subject matter (**alignment**).

## Additional advice

- Ensure interview sample questions are uploaded in the correct section of the Endorsement application (app) and are not visible in printed student materials.
- Audiovisual texts must not contain any text in the form of captions, or any other written words, and must be free from distracting background elements to ensure accessibility.
- When preparing indicative responses, schools should ensure they model high-quality student work using accurate language, full sentences and clear structure. Responses should include a valid and well-substantiated conclusion supported by relevant and varied evidence that is clearly linked to the stimulus. Evidence should not be repeated across questions. Direct quotation should be avoided; instead, appropriate paraphrasing in accordance with task requirements is encouraged. Responses should align with the question, the relevant stimulus and syllabus expectations to demonstrate the standard required.
- If an instrument is not endorsed at Application 1, consult 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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