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# Random Sampling of Assessments in Authority Subjects 2008 Report



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## Summary

Random sampling of school judgments of student achievement in Authority Subjects (the random sampling project) is one of the Queensland Studies Authority's (QSA's) quality assurance procedures for senior certification. It has been conducted annually since 1994.

The principal purpose is to evaluate the quality of school-based assessment programs and the comparability of teacher judgments of student achievement in Authority subjects across the state after Senior Certificates have been awarded. The key question for the random sampling project is therefore:

*How consistently do teachers apply statewide standards in determining students' levels of achievement in Authority subjects?*

The focus for this 2008 report was students completing Year 12 in 2007. The approach was similar to that of previous years although, unlike the past two years, no small and intermediate groups (less than 14 students) were included. There were no small and intermediate groups' subjects that met the criteria for choosing random sampling subjects.

For selected Authority subjects, a random sample of schools submitted the exit folios of a stratified random sample of, usually, seven students. Where the subjects selected had either 13 districts or a number of combined districts, review panellists for that subject from a panel in another district reviewed each school submission of folios.

Panellists were asked to allocate a Form R6 rung placement to each sample folio and to comment on each submission.

## Findings

- 2250 folios were reviewed from 327 school submissions involving a total of 183 schools across 18 subjects.
- Overall, there was substantial agreement between panels and schools: 87 per cent of the folios were placed in the same level of achievement by both the random sampling panel and the school; 88 per cent differed by no more than one-third of a level-of-achievement (3 rungs or less).
- At 87 per cent, the percentage agreement within a level of achievement was within the range recorded for other years.
- The greatest variances were recorded for Visual Art, Modern History and Physics. The level of agreement recorded for Ancient History is now higher than in 2007 when it was also reviewed.
- Statements about aspects of schools' submissions may provide some explanation for the differences:
  - A number of Visual Art, Modern History and Physics submissions were considered to have problems with grading and several, according to random sampling panels, did not provide sufficient evidence to support overall standards
- Random sampling panels in two particular districts were more inclined to agree with schools' judgments from other districts. However schools from these districts were more likely to have registered large differences by other random sampling districts. Conversely, two districts which recorded larger differences for schools' placements in other districts registered smaller average differences for schools in their own districts.
- Significant disagreement (defined as 8 or more rung differences with a level of achievement difference) was recorded for 1% of folios, a figure which is within the range for previous years.
- Based on the level of disagreement recorded by random sampling panels, twenty submissions were requested for further review by state review panellists (SRPs). Subjects requested were Visual Art, Modern History, Drama, English, Home Economics, Music, Physics, Biology, Agricultural Science and Film, Television & New Media.

- Following the review by SRPs, the number of folios with rung differences of 3 or more fell significantly for Modern History, English and Music with SRPs more likely to have agreed with the schools' placements. Differences were still evident for Home Economics, Physics and Film, Television and New Media after state panellists had reviewed these submissions. Further follow up was recommended for some subject areas.
- Random sampling review panels generally found that the assessment packages provided broad course coverage (90%) but were less likely to agree with grading. In particular, a number of submissions for Physics, Home Economics, Visual Art, Music, Film, Television & New Media and Biology were identified.

## Conclusions

- The random sampling project supports the view that the school-based assessment and moderation process for Authority subjects continues to be an effective quality assurance process, valued by schools and panels.
- The sampling methodology this year resulted in both a small increase in the total sample size and a larger increase in the number of subjects sampled (from 11 to 18 subjects) which is more consistent with previous years.
- Independent reviews conducted by SRPs have provided valuable feedback about practice at both school and systemic levels. Some issues have been identified for Physics, Visual Art and Modern History that may require further investigation.
- The analysis of panel responses to the five statements about significant aspects of submissions identified a higher level of disagreement with the statements about compatibility of grading with syllabus standards as well as the grading awarded - in particular for Physics, Home Economics and Film, Television & New Media.
- There has been less variance for Ancient History since the 2007 random sampling process. However, this was not the case for Modern History.

## Recommendations

- Decisions about the number of schools per subject and the selection of subjects should continue to try to ensure a balanced and representative sample is achieved.
- Incidences of large rung differences in some subjects should be monitored further. In particular, the compatibility of grades awarded in relation to syllabus standard descriptors should be investigated further.
- Differences identified with Modern History, Physics and Visual Art should be considered by state review panels and district review panel chairs at the annual conferences and state review panel comparability meetings in 2008.

# Detailed Report

## 1. Background

### 1.1 Purpose

Random Sampling of Assessments in Authority Subjects (the random sampling project) contributes to the processes of moderation for the levels of achievement awarded on the Senior Certificate. The random sampling project has been conducted each year since 1994. Its purposes are to:

- evaluate the quality of school-based assessment and the comparability of teacher judgments of student achievement in Authority subjects across the state. That is, to assess the strength of school decision-making in the system of school-based assessment for senior certification
- provide information on the quality of assessment procedures and assessment judgments in various subjects and identify schools that need further assistance
- identify, at a systemic level, any issues concerning assessment and moderation that need further investigation.

The process of reviewing student folios for the random sampling project occurs in the year after the students have left school and after they have been awarded their Senior Certificates. Thus, the outcome does not influence the awarding of levels of achievement for that cohort of students. Rather, the random sampling project checks the quality of the school-based judgments after they have been made. However, feedback provided to the sampled schools can contribute to the calibration of their future judgments. As well, the findings can contribute to further improvements in moderation processes.

### 1.2 Contribution to senior moderation

Moderation is the set of processes designed to:

- support the integrity of school-based assessment in Authority subjects
- strengthen the quality of teacher judgments of student achievement in Authority subjects
- ensure a high degree of comparability in certified levels of achievement in Authority subjects
- maintain the credibility and acceptability of the Senior Certificate.

Moderation begins with the **approval** of work programs for Authority syllabuses. Other key processes of moderation are **monitoring**, **verification**, **confirmation** and **random sampling**.

**Monitoring** of Year 11 folios occurs at the end of the first half of a course, that is, at the end of Year 11. Student folios are collected in November for a meeting of review panels the following February. Review panels consider evidence of the school's delivery of their courses of study and of their programs of assessment. They also consider school judgments of student achievement in Authority subjects, based on a sample of student folios from each school. Feedback is given to schools early in Year 12 so that schools can be advised or reassured how they are delivering their approved courses of study and about their standards judgments.

**Verification** occurs towards the end of Year 12. Schools submit sample student folios in September each year, for the verification meeting in October. School submissions of a sample of student folios in each Authority subject offered by the school are sent to the relevant (usually district) review panel. These submissions consist of a sample of folios of students about to complete the course of study, together with the school's judgments of interim levels of achievement for those students. Panellists survey the folios for evidence to confirm the school's judgments, confer with other panellists (and in the case of different opinions, the chair), and formulate advice to the school. If the panel cannot confirm a school's proposal, consultation between the school and the panel chair takes place. Where agreement between the school and the chair on all sample folios in a submission cannot be reached, the complete submission is sent to the relevant state review panel for further consideration.

The role of the state review panel is to check that comparable standards are maintained in their subject across all districts. They do this by examining sample submissions from each district and validating the judgments of the district panels.

**Confirmation** occurs following completion of Year 12. Schools forward their *exit* proposals for levels of achievement to the office of the QSA immediately after the finishing day for Year 12 in November. The period between receipt of schools' proposals for exit levels of achievement and the printing of Senior Certificates is referred to as the confirmation period. Officers of the QSA review any changes to the levels of achievement that had been agreed to at verification. Legitimate changes can occur as a result of assessment in the final term of Year 12. The confirmation phase concludes when the QSA reaches agreement with the school on its proposed results for recording on students' senior certificates.

**Random sampling** focuses on student *exit* folios. This means that it occurs after the issue of senior certificates. No changes in the recorded results on Senior Certificates occur as a consequence of random sampling.

Random Sampling refers to the process of sampling schools and students. However, subjects are not randomly selected, and some (smaller) subjects were not previously randomly sampled at all. Subjects typically have been selected on the basis of their size (total number of students), stage of implementation or implementation issues.

Schools are chosen randomly within each subject. In the past, to be included, the school needed to have a large group (14 or more students) in that subject. Small (9 students or fewer) and intermediate (10-13 students) groups were not generally included because most of these students' work was assumed to have already been reviewed by their district or state panel. However, this discounted the value of including such groups to allow these groups to be reviewed by other districts, which is a key aspect of the random sampling project. From 2005 some small and intermediate groups were included and the number of folios per school (submission) was reduced from 9 (as in previous years) to 7 to reduce the load on panels.

For each chosen group, a random sample of students is selected, stratified by levels of achievement awarded to the students. The school is asked to provide the *exit* folios for these students (known as the *random sampling submission*) including each student's level of achievement and rung placement (recorded on the Form RS1).

Random sampling submissions are allocated randomly to other districts. The other district panel is referred to as the *random sampling review panel* when it is reviewing random sampling submissions.

District review panels (DRPs), acting as random sampling review panels, review random sampling submissions in February at the same time that panels meet for Year 11 monitoring.



## 2. The project design

### 2.1 Sampling procedure

This random sampling project focussed on the Year 12 cohort of 2007.

*Subjects* were selected deliberately to include those with large statewide enrolments as well as other subjects of interest, such as those that had not previously been sampled or had not been sampled in recent years. Strategic interests included:

- subjects not selected for two or more years (Agricultural Science, Dance, Drama, English, French, Home Economics, Hospitality Studies, Japanese)
- subjects with Year 12 for the second time on a new or revised syllabus (Biology, Chemistry, Marine Studies, Music, Physics)
- subjects which have had high 'inter-rater' variation in previous Random Sampling reviews (Ancient History, Modern History, Physical Education, Visual Art)

For subjects with 13 QSA district panels, *schools* were selected randomly within each of the districts across the state under the following constraints (where possible):

- only include large subject-groups (at least 14 students)
- no more than three subject-groups from one school
- a maximum of 25 school subject-groups for any one subject

In 2005 the number of folios per school (submission) was reduced from 9 (as in previous years) to 7 to differentiate random sampling process from monitoring and verification. This is the fourth year in which 7 submissions have been sampled.

A stratified random sample of student folios was selected within each school subject-group (submission) with the following specifications:

- folios are selected by the QSA not the school
- if there are fewer than the required number of folios at any given level of achievement, select from the next level of achievement (moving towards the centre)
- if there are fewer than two SA folios, select from folios, in turn, from HA, VHA, LA, or VLA.

Generally, 7 folios were requested per submission.

The outcome of this selection process is shown in table 1. The final number of submissions was 332. The number of folios received was 2282 (versus the targeted 2324) — some of the requested folios were unavailable because they were required for other purposes, such as requests for verification of Senior Certificate or review of Tertiary Entrance Statement results. Of the 2282 folios received, a further 32 were not reviewed by the random sampling review panel as there was insufficient evidence or missing information to make a judgment.

Subjects were distributed across 174 panels.

**Table 1: Requested and received submissions and folios for the selected subjects**

Subject	Number of schools	Number of folios requested	Number of folios received	Number of folios reviewed
Agricultural Science	8	56	56	56
Ancient History	25	175	168	161**
Biology	25	175	175	174
Chemistry	12	84	84	84
Dance	14	98	98	98
Drama	25	175	175	174
English	25	175	175	175
Film, Television & New Media	16	112	105	99*
French	8	56	49	49*
Home Economics	25	175	175	174
Hospitality Studies	6	42	42	40
Japanese	22	154	154	150
Marine Studies	12	84	77	77*
Modern History	25	175	175	169
Music	25	175	161	160**
Physical Education	25	175	175	175
Physics	10	70	70	69
Visual Art	24	168	168	166
<b>Total</b>	<b>332</b>	<b>2324</b>	<b>2282</b>	<b>2250</b>

\* withdrawn 1 submission

\*\* withdrawn 2 submissions

5 submissions were withdrawn from the random sampling process as more than 3 submissions had been chosen from each of these schools.

A full list of all subjects sampled over the 14 years of random sampling, is contained in Appendix C.

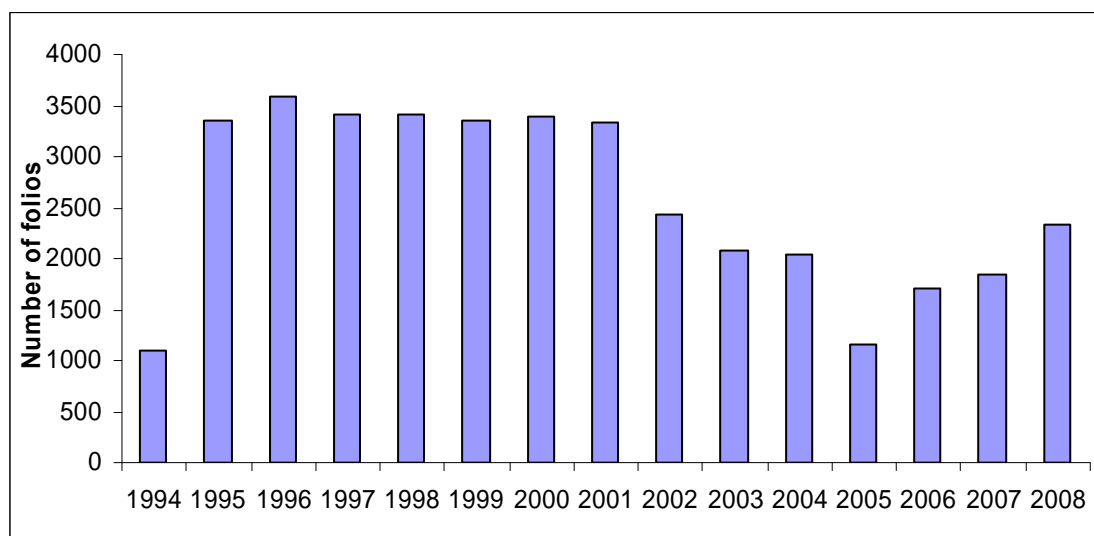
Most schools were required to provide only one submission. No schools were requested to provide more than three submissions (see table 2).

**Table 2: Number of submissions requested from schools**

Number of submissions	Number of schools
1	86
2	45
3	52
<b>Total schools</b>	<b>183</b>

Following the recommendation in the 2005 Random Sampling report, the sample size was further increased this year.

**Figure 1: Number of folios sampled for review by random sampling review panels by year**



## 2.2 Random sampling review panel procedures

Members of the district review panels (acting as random sampling review panels) examined each of the folios in the school submissions allocated to their panel and decided a specific rung placement (ten rungs within each level of achievement). Two panellists reviewed each submission independently. Following discussion between the panellists to reach consensus and usually in consultation with the DRPC, the panel judgments were recorded.

District review panellists were provided with advice about how to ensure two independent reviews of the two submissions allocated to their district took place (see below).

### Advice to district panellists

*Panellists will need to exchange submissions so that both panellists can consider each submission. There are two options available for this exchange. The DRPC should discuss the alternatives with the two chosen panellists, and inform the district coordinator of the method to be used by the panel.*

#### Option 1

*Panellists can arrange to meet briefly and exchange submissions. The second submission is then pre-reviewed in the panellist's own time. After the second pre-reviewing, panellists meet again for approximately one hour to reach consensus on the two submissions. This meeting could be held before, after or on the day of the monitoring meeting. If the meeting is on the day of monitoring, then it could be at the time set aside during the meeting, or after all monitoring submissions have been completed, or before the monitoring meeting.*

*This option is appropriate if the panellists live or work near each other. Submissions are not to be posted between panellists.*

**Option 2**

*After undertaking independent pre-reviewing of one submission, panellists meet, and at this meeting exchange and independently pre-review the second submission and reach a consensus on both submissions. This meeting could be held before, after or on the day of the monitoring meeting. If the meeting is on the day of monitoring, then it could be at a time set aside during the meeting, or after all Monitoring submissions have been completed, or before the monitoring meeting.*

*If the panellists do not live or work near each other it would be most appropriate for them to meet to pre-review the second submission and reach consensus on the day of the monitoring meeting.*

*Where it is proposed that the consensus meeting (at which the second random sampling review takes place) be held on the day of monitoring, the DRPC should determine the viability of such a meeting after considering the Monitoring workload of the panel as a whole.*

Panellists were asked to complete a summary form rating each submission (of 7 folios) on five characteristics of assessment and application of standards.

**2.3 Analysis of results**

Rung-achievement placements allocated by schools and random sampling review panels were converted to a numerical scale of 1-50. The calculation of rung or level difference was computed by subtracting the school's exit rung (or level) placement from that of the panel. Negative differences therefore mean that the panel judged the schools' placement to be lower.

**2.4 Review by State Review Panellists**

Folios with a significant difference (defined as eight or more rungs difference) between school judgment and panel judgment were identified and the following criteria were used to select submissions for further review by SRPs:

- 8 rungs or more difference for at least one student
- Three or more students identified as having a change to rung level and/ or level achievement
- The Random Sampling Review Panel identified serious concerns with:
  - Assessment package
  - Meeting syllabus requirements
  - Insufficient evidence available to support overall standards awarded

State review panellists independently reviewed these submissions and, after comparing the school judgment with the panel judgment, determined the appropriate action to be taken. Follow up involved one or more of the following:

- Schools contacted and provided with support to assist in areas where difficulties were identified
- Home DRPCs contacted to discuss identified difficulties
- Random sampling DRPCs contacted to discuss aspects

In addition, the information gained from this review provided input to the format of future professional development sessions in specific subject areas.

In this year's review, a larger number of folios were judged by SRPs to be consistent with the standards awarded by the school. Some questions were raised about the random sampling panels' judgement in these cases.

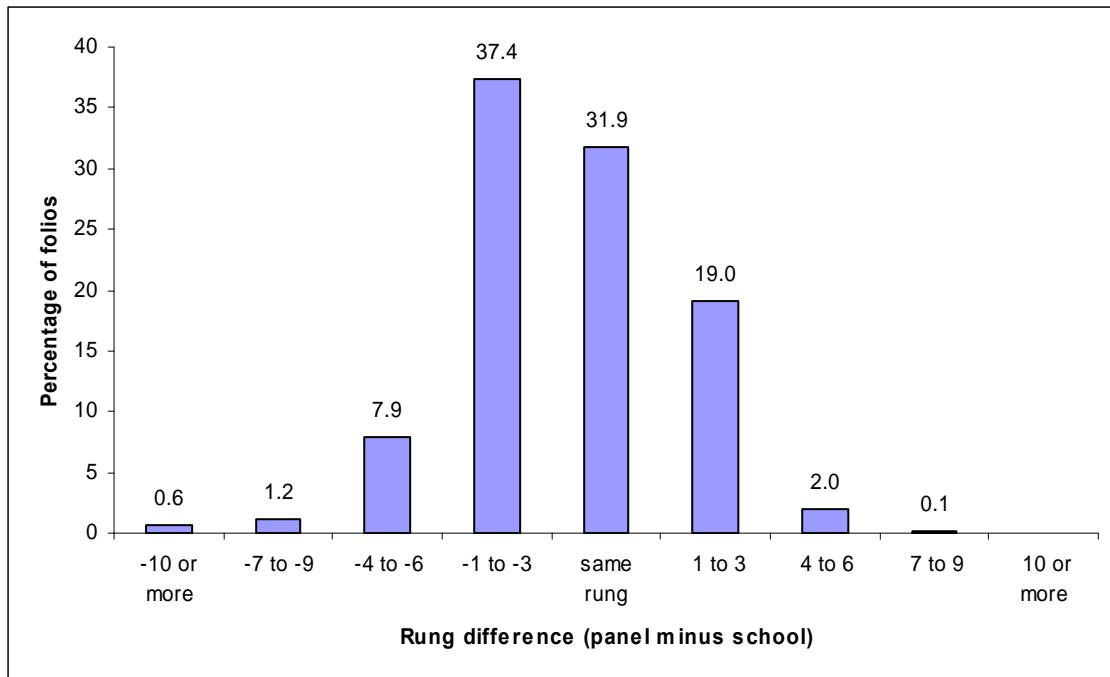
Note: In previous years, Senior Education Officers conducted this additional review. This year, SRPs conducted the additional review as an enhancement to the established quality assurance processes.

### 3. Findings

#### 3.1 Overall differences

The random sampling panels were asked to comment on the standards evident within each school submission as applied by schools. As shown in figure 2, 31.9 per cent of folios had no rung difference and 88.3 per cent were found to have been appropriately placed to within **three rungs** on the Form R6 by their schools. As noted in previous studies, there is a greater tendency for random sampling review panels to rate folios lower than the schools.

**Figure 2: Distribution of rung differences for folios**



There was a high level of agreement between the random sampling reviewing panels and the schools about **levels of achievement** awarded to folios. Figure 3 overleaf indicates that reviewers found that 86.8 per cent of the levels of achievement awarded by the school were able to be supported. While a number of folios (11 per cent) were judged to have been placed 1-2 levels of achievement too high at exit, 2.2 per cent of folios were found to have been awarded one level too low.

**Figure 3: Distribution of level of achievement differences for folios**

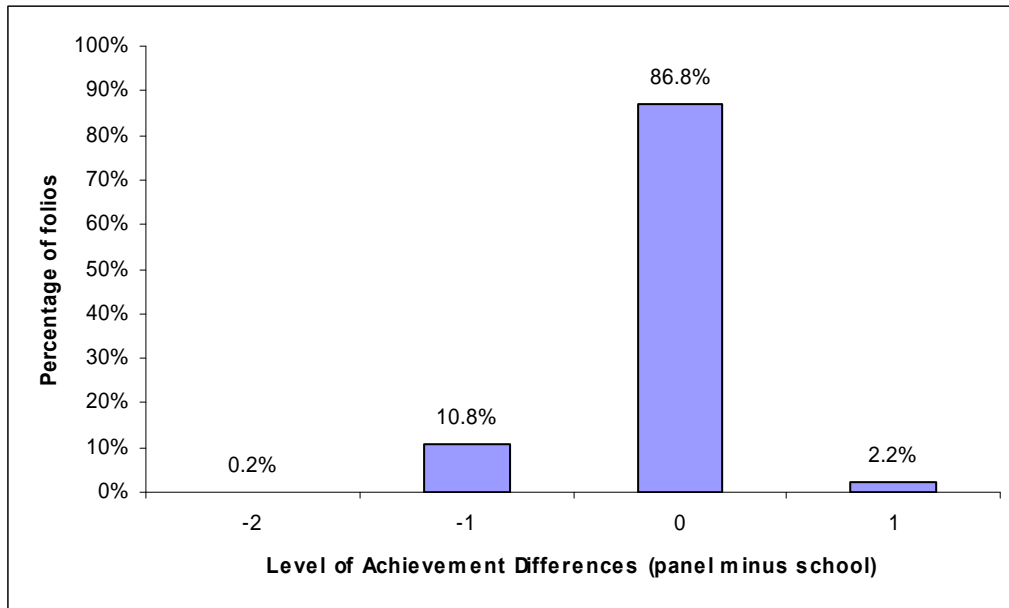


Figure 4 shows that there has been some variation over time (between 79% and 93%) in the percentage of folios considered by random sampling review panels to be placed appropriately in terms of level of achievement overall. The current result is consistent with previous years.

**Figure 4: Comparison of percentage placed in same level of achievement**

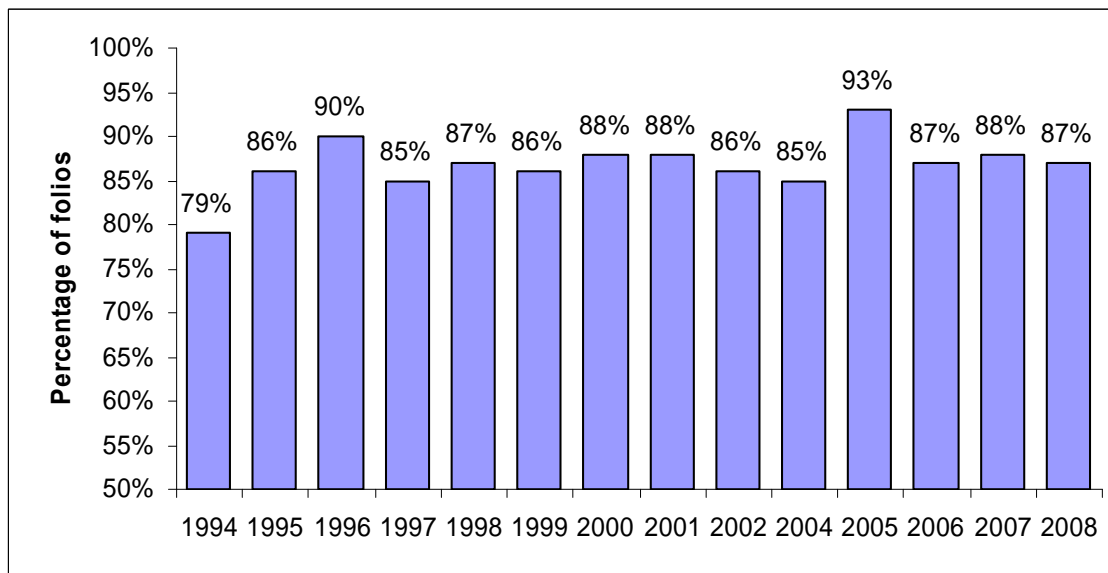
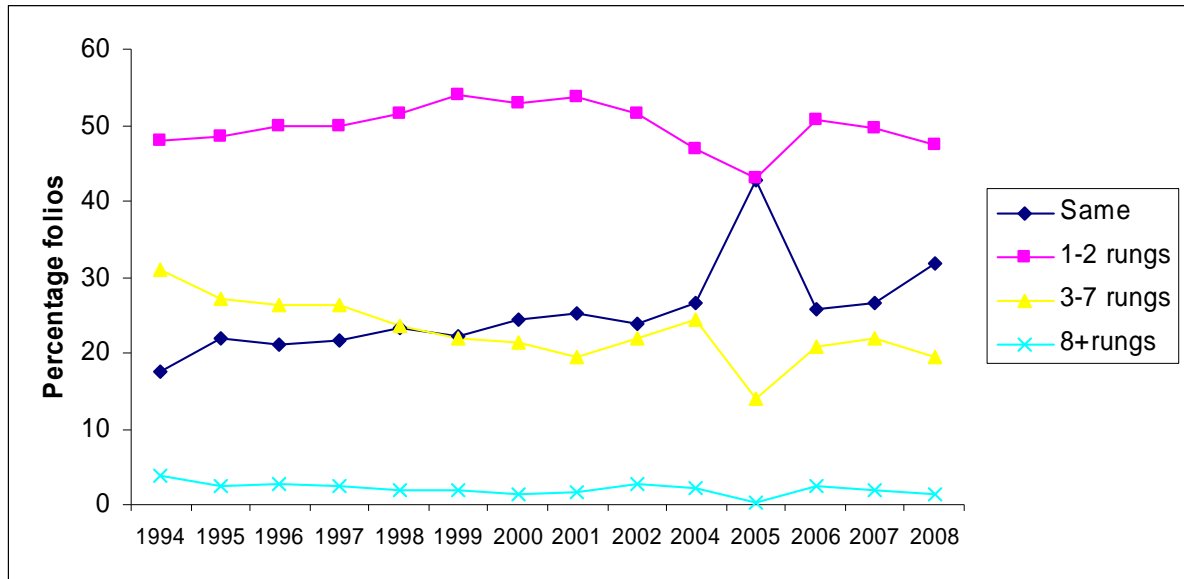


Figure 5 shows the historical comparisons for rung differences from 1994 to the present. The 2008 results are consistent with other past results and show an increase in the percentage of same rung placements in this 2008 sample.

**Figure 5: Comparison of rung differences across years**



**3.2 Subject analysis**

Table 3 summarises the absolute mean rung differences by subject, over time. The absolute mean does not take into consideration direction of difference and therefore provides an overall indication of the degree of consistency in judgment based on rungs. The overall mean and standard deviation is for all subjects sampled in that year (not just those appearing in the table).

The table reinforces the trend noted in Figure 5 in which there has been a higher level of consistency reflected by the lower absolute mean value. However, it also highlights the fact that there were only three common subjects in the 2007 and 2008 samples (Ancient History, Modern History and Physical Education).

Ancient History was again sampled for the 2008 Random Sampling because it had shown large absolute mean rung differences in the previous year (2007). The result in 2008 is a lower absolute mean difference.

Visual Art, Modern History and Physics have the largest average mean differences whilst Agricultural Science and Music also have larger than average mean differences. In the case of Visual Art, the 2008 result is lower than in most other years.

The absolute mean for Physics is higher than any previous year and the result for Modern History is also high relative to other years.

Dance, Hospitality Studies and French have the smallest absolute mean rung differences.

**Table 3: Comparison of absolute mean rung differences by subject**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2004	2005	2006	2007	2008
Agricultural Science		2.00												1.93
Ancient History		1.88	1.99	2.20	1.90	2.19	1.48		1.87				2.16	1.45
Biology	2.49	1.29	1.57		1.03	1.26	1.39	0.96	1.10		0.70			1.49
Chemistry	2.35	1.31	1.23		0.98	1.14	1.25	1.42						1.20
Dance							1.65				0.46			0.89
Drama			2.38	2.22	1.82	1.35	2.00	1.34	1.30	2.09		1.19		1.45
English	2.29	2.12	2.08	1.69	2.01	1.88	1.77		1.74		1.42	1.44		1.53
Film, Television & New Media)*						1.27			2.53			2.03		1.59
French		4.83	1.67		1.86									0.98
Home Economics		2.64	2.23	2.17		2.88	1.81	2.12			1.28			1.52
Hospitality Studies											1.29			0.98
Japanese		1.58		1.65	1.69			1.46				1.55		1.22
Marine Studies				2.01		2.11	1.99		1.75					1.45
Modern History		1.91	2.23	1.82	1.82	1.70	1.22	1.75					1.75	2.17
Music						1.68	1.67		1.43		1.00			1.89
Physical Education								1.87	1.99	1.75			1.18	1.11
Physics		1.67	1.61		1.34	1.01	1.27	1.03						2.16
Visual Art						2.67	2.54		3.95	2.87		2.62		2.25
<b>Standard Deviation</b>	<b>2.37</b>	<b>2.02</b>	<b>2.01</b>	<b>2.00</b>	<b>1.90</b>	<b>1.84</b>	<b>1.76</b>	<b>1.74</b>	<b>2.32</b>	<b>2.09</b>	<b>1.44</b>	<b>2.07</b>	<b>1.91</b>	<b>1.79</b>
<b>OVERALL MEAN (abs)</b>	<b>2.36</b>	<b>2.01</b>	<b>1.99</b>	<b>1.98</b>	<b>1.81</b>	<b>1.80</b>	<b>1.70</b>	<b>1.62</b>	<b>1.90</b>	<b>1.88</b>	<b>1.15</b>	<b>1.79</b>	<b>1.70</b>	<b>1.55</b>



### 3.3 District analysis

Figure 6 compares absolute mean rung differences for random sampling panels in each district. Panels in the Brisbane Central district exhibited the largest differences across all subjects reviewed by the district.

**Figure 6: Absolute mean rung differences by district of the random sampling review panel**

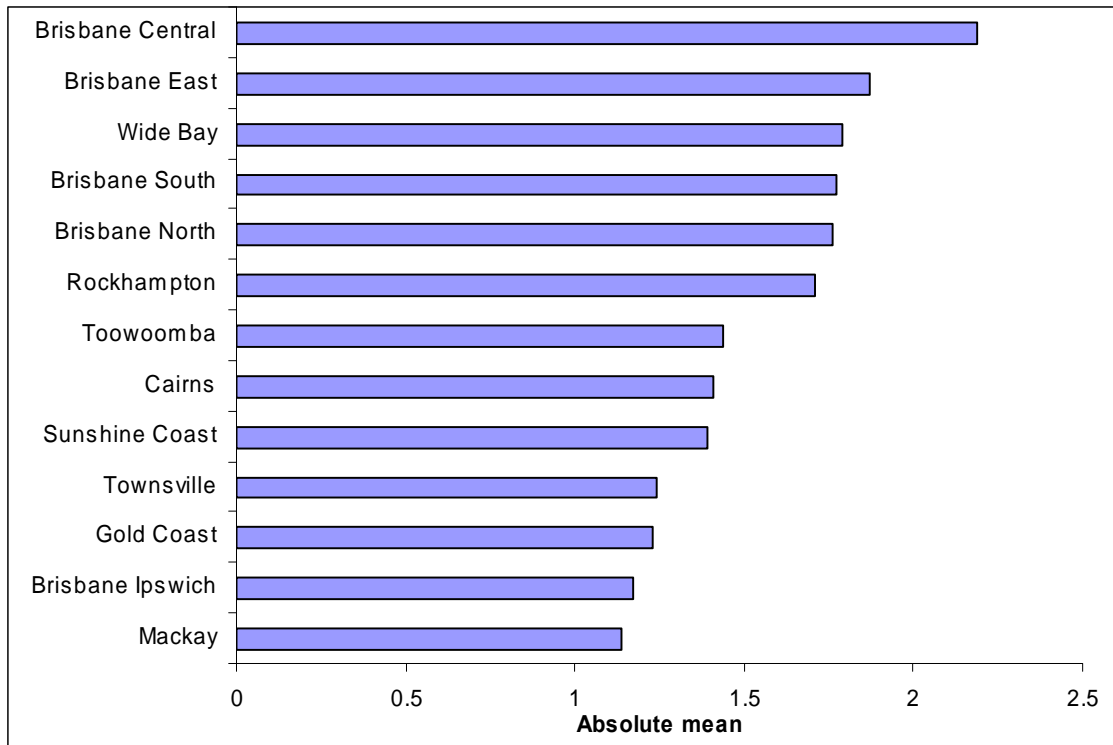


Figure 7 compares absolute mean rung differences for schools in each district. Mean rung differences across all subjects were largest for schools in the Rockhampton and Mackay districts.

**Figure 7: Absolute mean rung differences by district from which schools originate**

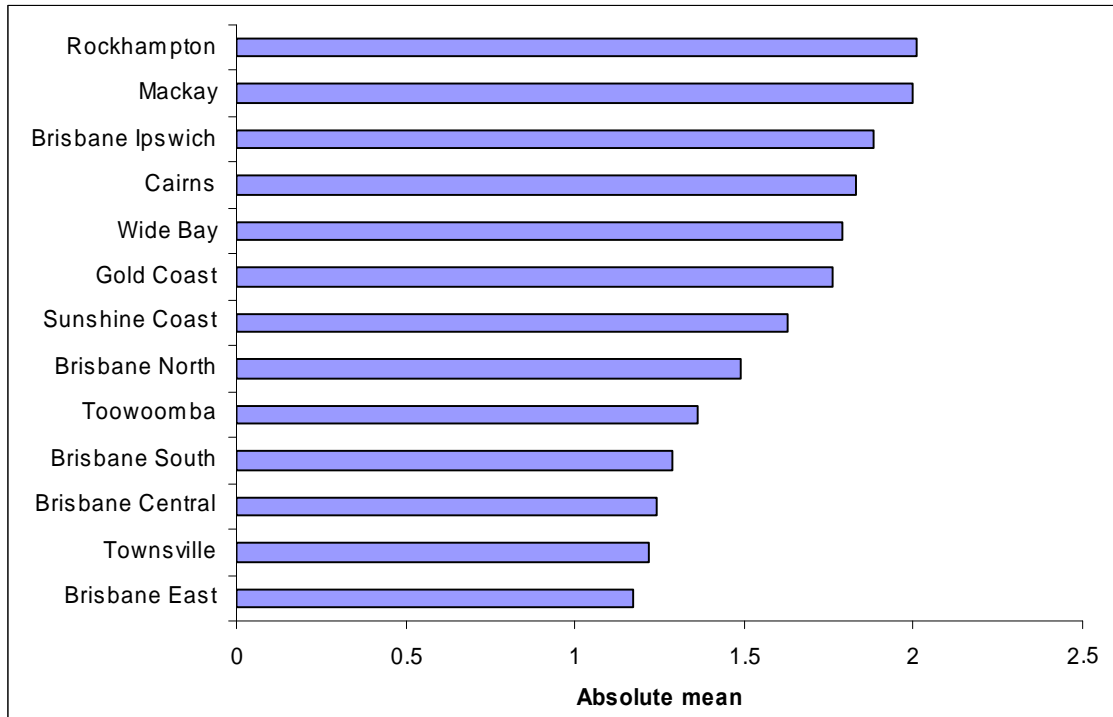


Table 4 compares absolute mean rung differences for random sampling panels in each district with those of the schools' districts. Differences have been classified as large, medium or small to facilitate this analysis (where large is equivalent to greater than 2 rungs absolute mean difference and small is equivalent to less than 1.5 rungs absolute mean difference). It should be noted that sample sizes range from 106 to 270 folios and each district reviewed a different range of subjects.

The most evident patterns to emerge from this table were:

- Mackay and Brisbane-Ipswich random sample district panels found small differences whilst other panels found large differences for schools in their districts.
- Brisbane East and Brisbane Central random sampling district panels found large differences for the folios they reviewed and only small differences were found for schools in their districts.

Compared with the 2007 findings, other than Mackay, there are no districts with continued large mean differences. These results may be due to differences in subjects sampled but nevertheless warrant further investigation and follow up.

**Table 4: Comparison of random sampling and home district mean differences**

School's district	Random Sampling district panels		
	Large	Medium	Small
Large		Rockhampton	Mackay Brisbane-Ipswich
Medium		Sunshine Coast Cairns Brisbane North Wide Bay	Gold Coast
Small	Brisbane East Brisbane Central	Brisbane South Toowoomba	Townsville

### 3.4 Serious disagreement

Earlier random sample reports quote figures for the level of serious disagreement over the exit level of achievement awarded to folios. Table 5 summarises the rung differences where there has been a level of achievement difference. Over the years, the percentage of folios considered to have "serious disagreement" has ranged from one to three per cent.

**Table 5: Number of cases of rung differences where there has been a difference in level of achievement awarded by random sampling panels (Refer to Appendix D for all years)**

	1995	1996	1997	1998	1999	2000	2001	2002	2004	2005	2006	2007	2008
Sample size	3348	3448	2973	3000	2714	3045	3037	2436	1139*	1143	1687	1800	2250
Different LoA with 1-2 rungs	184	162	168	154	163	167	176	136	55	46	79	80	114
	6%	5%	6%	5%	6%	5%	6%	5%	5%	4%	5%	4%	5%
3-7 rungs	221	141	211	189	166	164	141	158	94	36	99	105	160
	7%	4%	7%	6%	6%	5%	5%	6%	8%	3%	6%	6%	7%
8+ rungs	60	34	56	37	45	40	37	52	25	3	38	32	23
	2%	1%	2%	1%	2%	1%	1%	2%	2%	^	2%	2%	1%
Total with different LoA	465	337	435	380	374	371	354	346	174	85	216	217	297

\* Those with rung placements only (bands not used in this analysis)

^ Less than 1%

### 3.5 Review s forwarded to the office of the QSA

Submissions were requested for further, independent review by QSA SRPs when two or more of the following criteria were met:

- at least one folio had 8 rungs or more difference
- 3 or more students were identified as having a change of 3 or more rungs or a level of achievement difference

- the random sampling review panel identified serious concerns with:
  - assessment package
  - meeting syllabus requirements
  - insufficient evidence available to support overall standards awarded.

Based on the above criteria twenty submissions (containing 140 folios) were recalled for review by SRPs. State review panellists were unaware of the placements given by either the school or random sampling review panel and were asked to provide an independent assessment of the selected folios. The results of this review are summarised in Table 6.

**Table 6: Summary of SRP review (number of folios)**

	<b>Before SRP</b>	<b>After SRP*</b>
Rung differences (8 or more)	20	2
Rung differences (3 -7)	82	41
Rung differences (any)	131	90
LOA differences (1 or 2)	74	26
<b>Mean rung difference</b>	<b>-3.69</b>	<b>-1.19</b>
<b>Absolute mean rung difference</b>	<b>4.56</b>	<b>0.19</b>

\* Calculations are based on differences between the school and review judgments.

Following the review by SRPs, the mean rung difference has declined significantly. This is due to a reduction in the number of folios with disagreement at all levels. State review panellists are more likely to reduce the amount of disparity between the schools' judgments and in some cases indicated concern about the random sampling panel's placements.

State review panellists provided feedback about each of the submissions they reviewed and Senior Education Officers will follow up with schools and district panel chairs as appropriate. The following broad categories of feedback were provided:

- Schools will be contacted and provided with support to assist in areas where difficulties have been identified
- Home district review panel chairs will be contacted to discuss identified difficulties in general
- District review panel chairs of random sampling panels will be contacted to discuss aspects of review

Table 7 summarises the subjects reviewed by SRPs. Visual Art had the largest number of submissions reviewed, followed by Modern History and Drama. Following the review by SRPs however, the number of folios with disagreements declined significantly as the state panellists were more likely to have been in agreement with the schools' placement of students.

Following the review by SRPs, the greatest number of discrepancies remained for Visual Art, Physics, Home Economics and Drama.

**Table 7: Subject submissions selected for review by SRPs (number of folios)**

Subject	Submissions	Total folios	Folios with 3+ rung difference	
			Before SRP review	After SRP review
English	2	14	12	2
Modern History	3	21	16	2
Physics	1	7	7	7
Biology	1	7	5	1
Agricultural Science	1	7	7	2
Home Economics	2	14	7	7
Visual Art	4	28	21	10
Drama	3	21	11	6
Music	2	14	12	2
Film, Television & New Media	1	7	4	4
<b>Total</b>	<b>20</b>	<b>140</b>	<b>102</b>	<b>43</b>

### 3.6 Feedback on elements of school submissions

The random sampling panels were asked to respond, using a five-point scale, to five statements about each school's assessment packages and application of standards (see Appendix B).

Table 8 shows responses to these statements as provided on a consensus form for each submission (314 submissions). Some responses were missing from the data and have been excluded from the calculations.

**Table 8: Responses to statements about the submission**

<i>Elements of the school's submission</i>	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
The assessment package provides broad course coverage	*	7%	3%	64%	26%
The assessment package provides opportunities for a range of achievement	1%	12%	5%	56%	26%
The assessment package allows discrimination between students' responses		9%	7%	60%	24%
The grading/marking of student work is compatible with syllabus standards	2%	25%	10%	47%	16%
Sufficient evidence is available to support the overall standards awarded	5%	26%	12%	41%	17%

\* denotes less than 1%

When considering schools' submissions, panels were most strongly in agreement with the statement that *the assessment package provides broad course coverage* (90%). In addition, relatively high levels of agreement were registered for the following two statements:

- The assessment package allows discrimination between students' responses (84%).
- The assessment package provides opportunities for a range of achievement (82%).

There was less agreement with the way in which standards had been applied, than with other aspects of submissions:

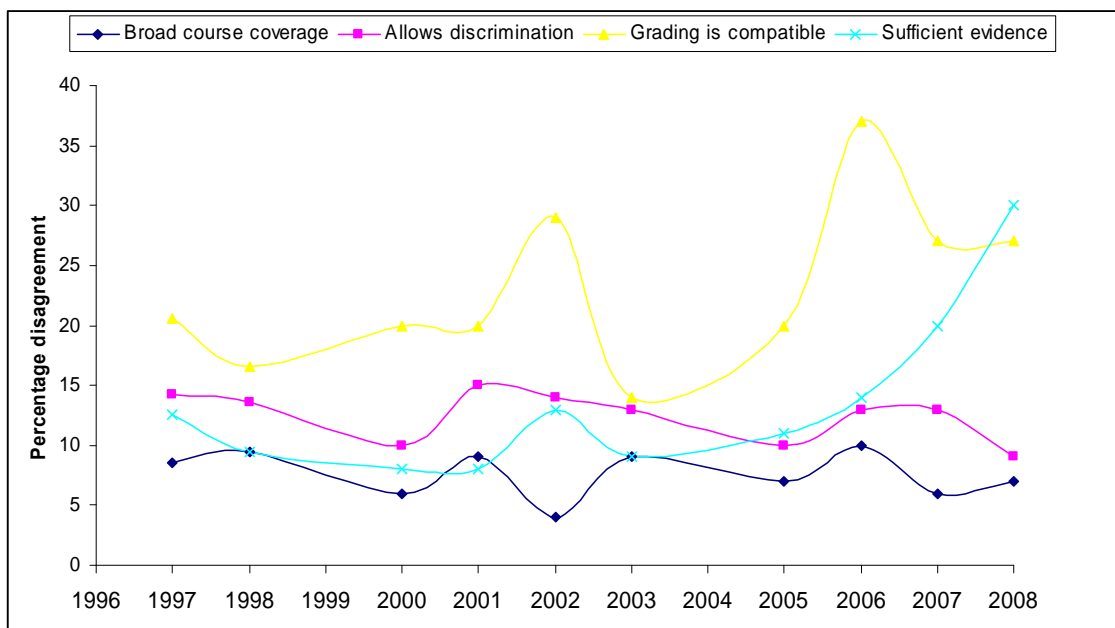
- The grading/marking of student work is compatible with syllabus standards (27% disagreed)
- Sufficient evidence is available to support the overall standards applied (31% disagreed).

Further analysis indicates that 78 per cent of those submissions with student work which was not considered compatible with syllabus standards were also considered to have insufficient evidence to support the overall standards awarded.

Similar statements have been used over a number of years to elicit responses from panellists about random sample submissions. In 2007 however, some wording changes were made to simplify statements and the same statements were repeated in 2008. Figure 8 shows responses for those years when similar questions have been included. The percentage of disagreement with each statement has been graphed.

The compatibility of grading of student work with syllabus standards (and in previous years, the appropriateness of grading and application of standards) has traditionally been an area of greater disagreement and variation. Whilst this has continued to be the case in the current random sampling process, there has been an increase in the number of submissions for which there were concerns about the amount of evidence to support overall standards awarded.

**Figure 8: Comparison of responses over time (% disagreement with statements)**



Whilst additional analysis of the data by subject area has been conducted, sample sizes should be considered. French, Agricultural Science and Hospitality had only six or seven submissions. In addition, there were a number of missing forms that further reduced the sample size for some subjects. Comments below therefore focus predominantly on the subjects with ten or more submissions.

*The assessment package provides broad course coverage*

As noted in Table 8, panels agreed that assessment packages provided broad course coverage in 90 per cent of submissions. The level of agreement was even higher for the subjects Japanese, Marine Studies, Home Economics, Dance and Film, Television and New Media (95% to 100%). However, 23% of English submissions did not provide sufficiently broad course coverage. There were also some concerns about 20% of the Drama submissions.

*The assessment package provides opportunities for a range of achievement*

For all subjects randomly sampled, panels agreed in 82 per cent of cases. This was particularly the case for Japanese (91%), Ancient History (91%; an improvement on the 2007 result), Music (90%) and Film, Television and New Media (92%). There were relatively higher levels of disagreement for Physics (30%) and Biology (29%).

*The assessment package allows discrimination between students' responses*

Eighty-four per cent of all random sampling panels agreed that the assessment packages allowed for discrimination between students' responses. Home Economics (96%), Drama (95%), Dance (93%), Ancient History (91%) and Film, Television and New Media (100%) rated highly in this regard. However, panels were less able to agree on submissions for:

- Biology (25%)
- Marine Studies (20%)
- Modern History (19%)

*The grading/marking of student work is compatible with syllabus standards*

As noted above, this aspect had lower agreement compared to the other statements and has been the issue of greatest concern over a number of years, surpassed this year by the amount of evidence available to support standards.

For all randomly sampled subjects, 63 per cent agreed, 27 per cent disagreed and 10 per cent were unsure. However there were differences by subject areas with a higher level of **agreement** for this statement in Ancient History (73%), Physical Education (72%) and Drama (80%). A higher level of **disagreement** was noted in particular, for Physics (70%), Home Economics (50%), Visual Art (36%), Music (43%) and Film, Television and New Media (42%).

*Sufficient evidence is available to support the overall standards awarded*

Across all subjects randomly sampled, panels generally agreed that 63 per cent of schools had provided sufficient evidence to support the overall standards awarded. Whilst levels of agreement with this statement were generally high (e.g. Ancient History 73%, Drama 70%), some subjects had a high level of disagreement. These included:

- Physics (60%)
- Film, Television and New Media (58%)
- Visual Art (47%)
- Home Economics (41%)

A small number of submissions were missing some items:

- a completed work program (1 submission)
- a set of all assessment instruments (9%)
- all seven folios complete with responses (8%)

Missing items included assessment items from folios (50 submissions), work programs, clean task sheets and student profiles (either missing or incomplete). A number of panellists commented however that additional evidence/ tasks had been supplied when they were not required.

In commenting about significant positive and/ or negative aspects of submissions, random sampling review panels mentioned the following positive aspects:

- Good/appropriate range of opportunities for students to achieve
- Well presented submission
- Positive teacher feedback
- Appropriate judgements

Negative comments included:

- Concerns about assessment tasks: range too narrow/do not demand complex cognitive process/ appropriateness
- Concerns about marking schemes: inconsistent with evidence/inflated/lenient/no marking schemes provided/determination hindered by lack of evidence
- Concerns re criteria sheets: not specific/not linked to syllabus/poorly labelled
- Greater coverage/assessment of topic/clarification of task-specific descriptors would allow students to meet the full range of syllabus standards
- Little or no evidence of tasks/tasks incomplete/no examples of work.



Appendix A Form RS1



School Recording Form  
School relative achievement awarded

Form RS1

School:	«schoolName»	School code:	«schoolCode»
Subject:	«subjectName1»	Subject code:	0«subject»
District:		Panel code:	

Exit Rung	Level of Achievement
10	<b>Very High Achievement</b>
9	
8	
7	
6	
5	
4	
3	
2	
1	
10	<b>High Achievement</b>
9	
8	
7	
6	
5	
4	
3	
2	
1	
10	<b>Sound Achievement</b>
9	
8	
7	
6	
5	
4	
3	
2	
1	
10	<b>Limited Achievement</b>
9	
8	
7	
6	
5	
4	
3	
2	
1	
10	<b>Very Limited Achievement</b>
9	
8	
7	
6	
5	
4	
3	
2	
1	

Instructions for preparation of Random Sampling submission:

- The submission should include:
  - The approved work program
  - A set of summative assessment instruments
- Include in the submission, all student responses used to make teacher judgments about the *Relative Achievement* of the student at *Exit*.
- If the subject requires additional information for *Verification*, such as a video or audio tape of student performance standards or the transcripts of the listening tests, these should also be included.
- Indicate on this form (Form RS1), the rung placement of the student at *Exit* by student code below. Add any comments that may assist in substantiating the *Exit Achievement*.
- Place the Form RS1 **on top** of the random sampling submission.
- Dispatch the random sampling submission directly to the QSA local district office.

Selected students:

- Student A: «studentA»  
 Student B: «studentB»  
 Student C: «studentC»  
 Student D: «studentD»  
 Student E: «studentE»  
 Student F: «studentF»  
 Student G: «studentG»



Please ensure only ONE choice bubble is filled in for each question. Fill each bubble DARKLY and FULLY using BLACK or BLUE pen.

Office Use			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
School Code		Subject Code	

Please check whether the school submission is complete and it contains:

	Yes	No	
1	<input type="checkbox"/>	<input type="checkbox"/>	the work program
2	<input type="checkbox"/>	<input type="checkbox"/>	the set of all assessment instruments used for making decisions about exit LoAs
3	<input type="checkbox"/>	<input type="checkbox"/>	seven student folios complete with responses

Comment on any missing or additional material.

----------

Office Use		
3a	<input type="checkbox"/>	<input type="checkbox"/>
3b	<input type="checkbox"/>	<input type="checkbox"/>

Reflect on the elements of the school submission and select the most appropriate response to the following statements.

		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
4	The assessment package provides broad course coverage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The assessment package provides opportunities for a range of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The assessment package allows discrimination between students' responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The grading/marking of student work is compatible with syllabus standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Sufficient evidence is available to support the overall standards awarded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment on significant positive and/or negative aspects of the submission.

------------------

Office Use		
8a	<input type="checkbox"/>	<input type="checkbox"/>
8b	<input type="checkbox"/>	<input type="checkbox"/>
8c	<input type="checkbox"/>	<input type="checkbox"/>

For the questions below, reflect on the task sheets and standards schemas presented to support teacher judgments about individual students' assigned grades or standards.

		Not at all	Appropriately applied	Cannot be determined
9	Was there any evidence of non-compliance with QSA policy on late submission of student work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Please comment on your observation about how the school has applied the policy on late submissions.	  		
11	Was there any evidence of non-compliance with QSA policy on non-submission of student work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Please comment on your observation about how the school has applied the policy on non-submission.	  		

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**Appendix C: All subjects reviewed by year**

		1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
English	1	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
English Extension	2															
French	5		✓	✓		✓										✓
German	6		✓	✓		✓										
Indonesian	7															
Italian	8												✓			
Japanese	9		✓		✓	✓			✓		✓			✓		✓
Chinese	11												✓			
Spanish	18															
Ancient History	20		✓	✓	✓	✓	✓	✓		✓					✓	✓
Modern History	21		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓
Aboriginal & Torres Strait Islander Studies	23												✓			
Geography	24	✓	✓	✓	✓	✓				✓		✓		✓		
Economics	27	✓	✓	✓	✓				✓	✓		✓			✓	
Study of Society	28									✓						
Legal Studies	29		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	
Logic	30															
Mathematics I	31	✓	✓	No longer listed												
Mathematics II	32		✓	No longer listed												

Mathematics in Society	35	✓	✓	No longer listed														
Mathematics A	36		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓			
Mathematics B	37		✓	✓	✓	✓	✓	✓	✓		✓	✓			✓			
Mathematics C	38		✓	✓	✓	✓		✓	✓		✓	✓			✓			
Chemistry	40	✓	✓	✓		✓	✓	✓	✓		✓					✓		
Physics	41		✓	✓		✓	✓	✓	✓		✓					✓		
Biology	42	✓	✓	✓		✓	✓	✓	✓	✓			✓			✓		
Earth Science	43												✓					
Multi-strand Science	44		✓	✓	✓	✓		✓		✓		✓		✓				
Marine Studies	45				✓		✓	✓		✓						✓		
Agricultural science	51		✓													✓		
Accounting	60	✓	✓	✓	✓			✓	✓		✓			✓				
Secretarial Studies	61		✓	✓	✓	No longer listed												
Business Organisation & Management	62								✓	✓				✓				
Business Communic'n & Technologies	63								✓	✓				✓				
Information Technology Systems	65												✓	✓	✓			
Health Education	67								✓	✓			✓					
Physical Education	68								✓	✓		✓			✓	✓		
Home economics	71		✓	✓	✓		✓	✓	✓				✓			✓		
Hospitality Studies	72												✓			✓		
Engineering Technology	74												✓					

Graphics	76					✓	✓		✓	✓		✓		✓	✓					
Technology Studies	78		✓		✓	✓	✓	✓	✓	✓				✓						
Visual Art	80						✓	✓		✓	✓	✓		✓		✓				
Speech & Drama	82		✓	No longer listed																
Theatre	83	✓	✓	No longer listed																
Film & TV	84		✓	No longer listed under this subject number																
Dance	85							✓			✓		✓			✓				
Study of Religion	86				✓	✓	✓			✓		✓		✓						
Information Processing & Technology	87		✓	✓	✓	✓	✓	✓	✓	✓					✓					
Drama	88			✓	✓	✓	✓	✓	✓	✓		✓		✓		✓				
Film, Television & New Media	89						✓			✓				✓		✓				
Health & Phys Ed	90	✓	✓	✓	✓	✓	✓	No longer listed												
Music	91							✓		✓			✓			✓				
Music Extension	92																			

**Appendix D: Number of cases of rung differences where there has been a difference in level of achievement awarded by random sampling panels – all years**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2004	2005	2006	2007	2008
<i>Sample size</i>	1099	3348	3448	2973	3000	2714	3045	3037	2436	1139*	1143	1687	1800	2250
Different LoA with 1-2 rungs	85	184	162	168	154	163	167	176	136	55	46	79	80	114
	7%	6%	5%	6%	5%	6%	5%	6%	5%	5%	4%	5%	4%	5%
3-7 rungs	109	221	141	211	189	166	164	141	158	94	36	99	105	160
	10%	7%	4%	7%	6%	6%	5%	5%	6%	8%	3%	6%	6%	7%
8+ rungs	35	60	34	56	37	45	40	37	52	25	3	38	32	23
	3%	2%	1%	2%	1%	2%	1%	1%	2%	2%	^	2%	2%	1%
Total with different LoA	229	465	337	435	380	374	371	354	346	174	85	216	217	297

\* Those with rung placements only (bands not used in this analysis)

^ Less than 1%