



Understanding the confirmation decision and process

A guide for school leaders



Image: Ee Lah Roo — Long time ago by Kargun Fogarty

About us

Quality Assurance Unit

Senior Assessment and Certification Support Branch

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E qau@qcaa.qld.edu.au

Schools can also contact:

Confirmation confirmation@qcaa.qld.edu.au

Endorsement endorsement@qcaa.qld.edu.au

QCE and QCIA qceforschools@qcaa.qld.edu.au

Learning goal

To understand the confirmation process, including recent and proposed enhancements.

Success criteria

You will have **successfully achieved** the learning goal if you can inform school staff of:

- the confirmation process
- recent changes made to confirmation process and procedures.

Presentation outline

Focus

Overview of the confirmation process

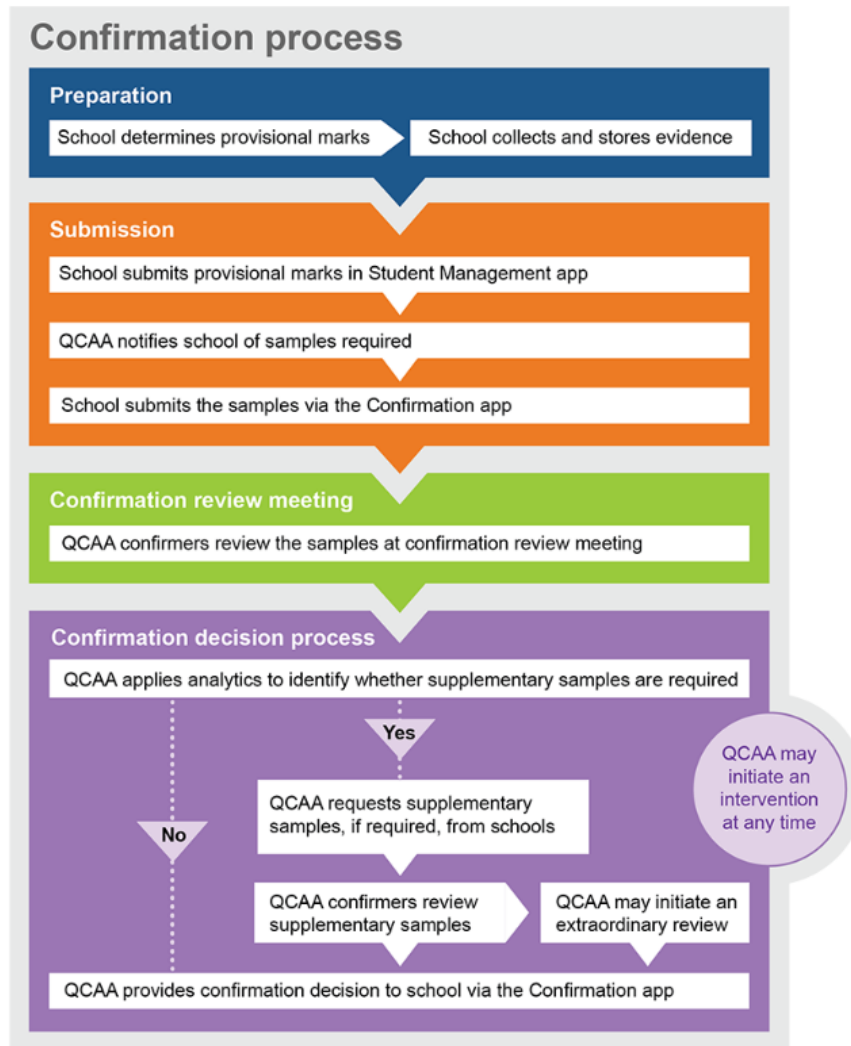
Key commitments following the post-cycle review:

- Communicating the confirmation decision
- Enhancements to the confirmation decision report
- Strengthening confirmation procedures
- Understanding the confirmation decision process
 - Additional samples
 - Determining a cohort pattern
 - Request for a review of a confirmed result

What is confirmation?

Confirmation is a quality assurance process for ensuring the comparability of student results for summative internal assessments in General and General (Extension) subjects.

Confirmation process



QCE and QCIA policy and procedures handbook
Section 9.6

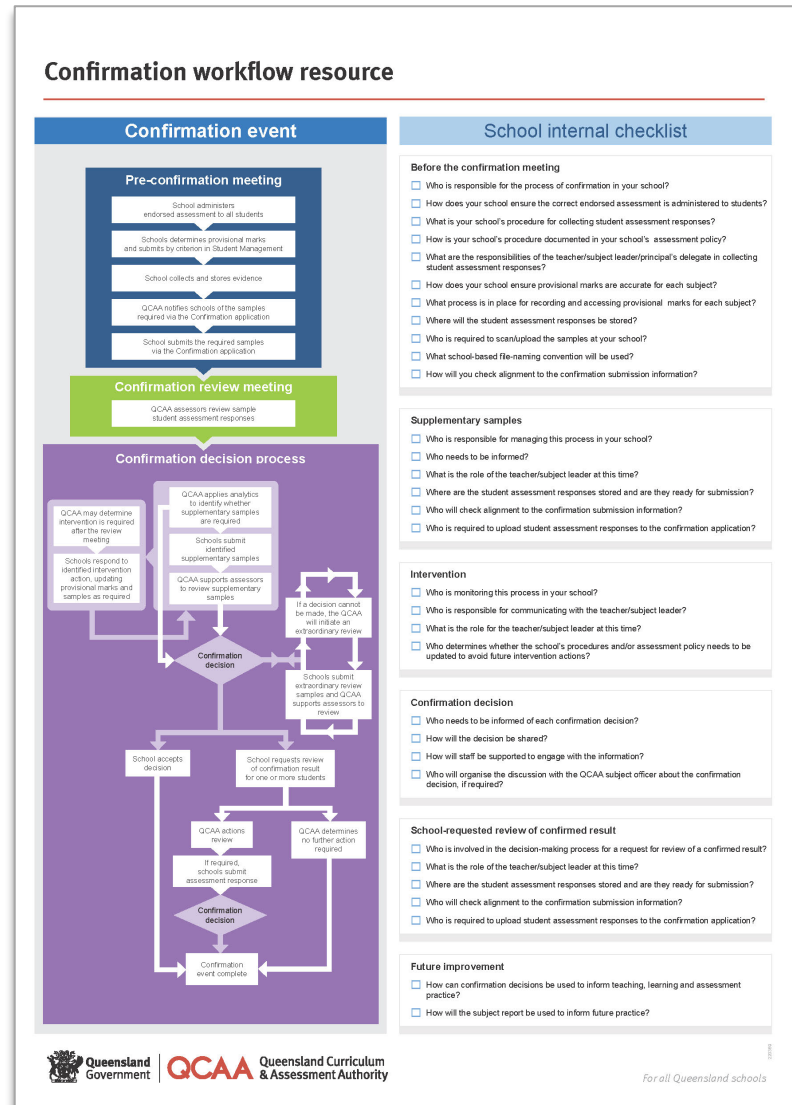
Confirmation process

Confirmation involves:

- teachers using the syllabus ISMG to mark students' responses to endorsed assessment
- schools ensuring consistent marking across students, teachers and classes
- schools collecting and storing student responses
- QCAA assessors (subject teachers) reviewing a selected sample of student responses
- QCAA quality assurance and analytics process
- an identified cohort pattern for each summative internal assessment
- confirmed results for every student.

Confirmation process — workflow

The QCAA is updating the confirmation workflow and school internal checklist poster.



Key commitments from post-cycle review report

The QCAA will review:

- how confirmation decisions are communicated
- how the confirmation decision reports may be enhanced
- process improvements to streamline confirmation procedures to finalise and release decisions more quickly
- resources to support schools and teachers to better understand the confirmation process and decisions.

Communicating confirmation decisions

Enhancements have been made to:

- email notifications to submitters when decisions are published
- allow decision reports to be sorted by date to more easily identify recently published decisions.

The QCAA is continuing to develop a dashboard in the confirmation application to further assist in submission progress and decision tracking.

Enhancements to the decision report

The decision report has been enhanced to include:

- headline statement of which criteria include movement, if applicable

Confirmation decision:

The review decision did not support the school's provisional results for 3 students in the following criteria:

- Criterion 2: Explaining
- Criterion 3: Analysing
- Criterion 5: Evaluating
- Criterion 6: Communicating

Further information by criterion is set out below.

Enhancements to the decision report

The decision report has been enhanced to include:

- table of enrolled students currently without a result for that assessment (DNA and NYA)

Student(s) with no result for this assessment (DNA)

Student	LUI
Surname, First name	#####

Student(s) with a result of Not Yet Administered for this assessment (NYA)

Student	LUI
Surname, First name	#####

Once provisional results become available, please contact certification@qcaa.qld.edu.au for advice.

Enhancements to the decision report

The decision report has been enhanced to:

- identify students in summary table where overall mark remains unchanged despite criterion movements
- improve text for clarity.

Enhancements to the decision report

The QCAA is conducting a trial at Event 1 to provide criterion comments where provisional marks are not supported.

Trial will examine the balance between competing demands for more information and faster decision release.

Comment to provide high-level reasons for movements, where possible.

Accounting

Business

Literature

Sciences IA2

Specialist
Mathematics

Feedback will be sought from schools to inform future work.

Streamlining confirmation procedures

Sampling

QCAA is testing initial sample size increases to:

- obtain a broader spread of student results in larger cohorts
- speed up finalisation of confirmation decisions.

Schools must continue to ensure:

- accurate result data entry in Student Management
- appropriate use of a result of 'zero' and 'not rated'.

Streamlining confirmation procedures

Intervention processes

QCAA has enhanced identification and tracking arrangements to support faster resolution of issues requiring intervention action.

Schools must continue to ensure:

- staff know and adhere to *QCE and QCIA policy and procedures handbook* requirements
- consistent application of assessment policies
- quality management processes for collecting and storing evidence, marking and uploading are maintained.

School internal quality management systems

All schools are expected to maintain an effective quality management system.

A quality management system should incorporate:

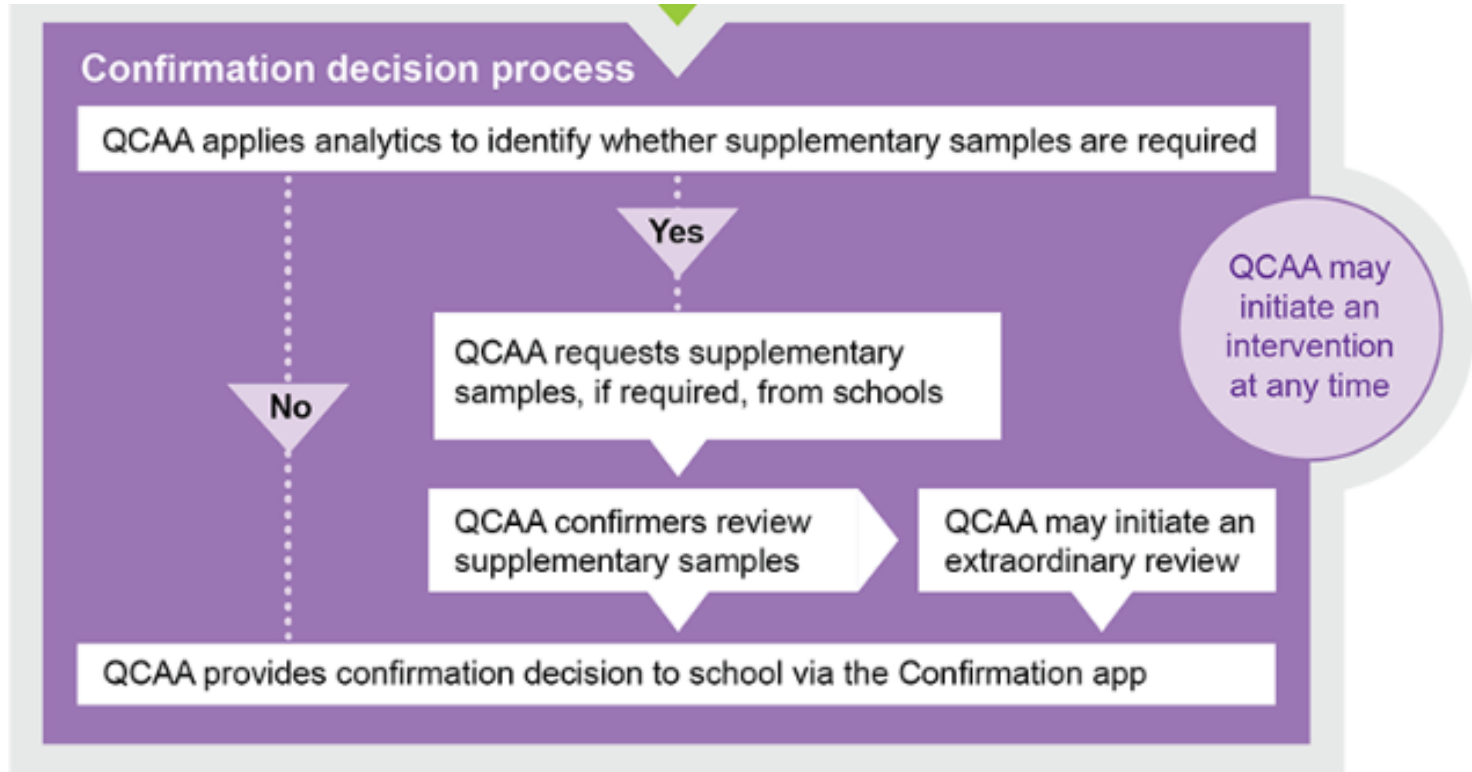
Policy	Processes	Procedures
A clear and appropriate assessment policy	to ensure: <ul style="list-style-type: none">• alignment between teaching, learning and assessment• accuracy of judgments — internal QA.	to: <ul style="list-style-type: none">• gather and store evidence• input and check student results.

Understanding the confirmation decision process

The post-cycle review identified gaps in understanding about the:

- requirement for additional samples
- determination of a confirmation decision and its application to non-sample students
- process to request a review of a confirmed result.

Understanding the confirmation decision process



Additional samples

Additional samples are required when the initial sample review data:

- does not support the school's application of the ISMG in one or more criteria for one or more samples and
- does not identify a consistent relationship between the school provisional marks and the confirmation review outcomes.

Additional samples

Additional samples are reviewed and follow the same analytics and quality assurance processes as the initial samples.

Confirmation

Additional samples

Why does the QCAA request supplementary samples?

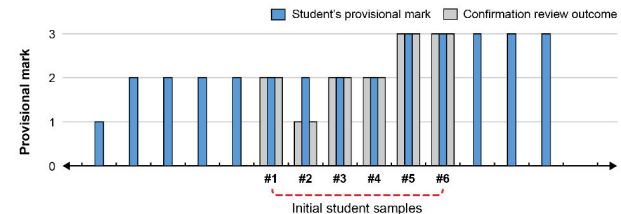
Initial samples are selected by the QCAA to give a broad representation of the school's application of the instrument-specific marking guide (ISMG) at different marks or performance levels across each criterion. A school's unique sampling design is based on the:

- distribution of achievement for each subject's cohort
- number of students enrolled in each subject's cohort
- confirmation decisions for the school in previous events.

Where the confirmation review outcome does not support the school's application of the ISMG in one or more criteria for one or more samples, the QCAA will consider the review data to determine a cohort pattern. If a pattern cannot be determined, the QCAA will require supplementary samples for review.

The following examples illustrate circumstances where supplementary samples may be required:

Example 1: Criterion 2



In this example, the cohort has 14 students. After the review of the sample student responses, there is a consistent relationship between the provisional mark and the confirmation review outcome at all marks. Although one sample review outcome (Sample #2) did not match the provisional mark, overall the pattern for this cohort in this criterion is that the school is applying the ISMG accurately and consistently. Supplementary samples would not be required for this criterion.



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Applying a cohort pattern



Confirmation is focused on the accuracy and consistency of schools' application of the ISMG at a cohort level.



Cohort patterns are applied to all students in the cohort (sample and non-sample students).



The confirmation decision illustrates the pattern identified in each school's marking for a summative internal assessment, in each criterion, and at each performance or mark level.

Applying a cohort pattern

Confirmation

Determining a confirmation decision

Applying a cohort pattern

Initial samples are selected by the QCAA to give a broad representation of the school's application of the instrument-specific marking guide (ISMG) at different marks or performance levels across each criterion. A school's unique sampling design is based on the:

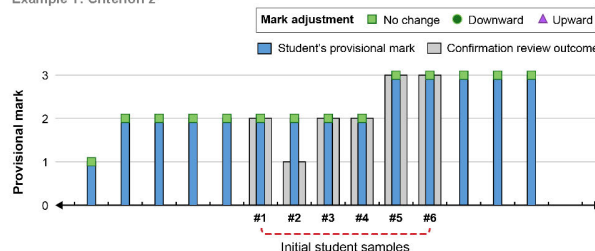
- distribution of achievement for each subject's cohort
- number of students enrolled in each subject's cohort
- confirmation decisions for the school in previous events.

Each sample is representative of the school's judgments of the match of evidence in student responses to the characteristics of the ISMG at a particular mark or performance level in each criterion.

Cohort patterns are determined by the QCAA from the outcomes of the review of samples, and the quality assurance and analytics processes that follow. A pattern is identified if there is a consistent relationship between the school's provisional mark and the confirmation review outcome for each sample. A cohort pattern is determined for each criterion at each performance level and applied to all students. If a clear cohort pattern cannot be identified, the QCAA requires additional samples for review (see *Confirmation: Additional samples* factsheet on the QCAA website www.qcaa.qld.edu.au/senior/assessment/quality-assurance/confirmation or the QCAA Portal Noticeboard).

The QCAA identifies and applies a cohort pattern to all students (both sample and non-sample students), when a consistent relationship exists between the school's provisional marks and the confirmation review outcomes for sample students.

Example 1: Criterion 2



In this example, there is a consistent relationship between the provisional mark and the confirmation review outcome for the sample students at all mark ranges. Although one sample review outcome (Sample #2) did not match the provisional mark, overall the pattern for this cohort in this criterion is that the school is applying the ISMG accurately and consistently. This pattern is applied to all students in the cohort (i.e. sample and non-sample students).



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Request for a review of a confirmed result

Requests are made for individual students with an assessment response that was:

- an anomaly (i.e. evidence provided at confirmation was incorrect or incomplete, and this effected the pattern) or
- an exception to the cohort pattern (i.e. the cause of the movement pattern does not apply to the individual).

Request for a review of a confirmed result

A review request:

- removes an individual student from the cohort pattern
- may lead to a change in results higher or lower than initially confirmed
- can only be made by the Submitter
- cannot be made by a student or their parent/carer.

Schools are expected to inform the student and their parent/carer of the review process and potential outcome before making a request.

Request for a review of a confirmed result

Requests are made via the Confirmation app.

The request form is used by QCAA officers to decide whether to accept the review. The independent reviewer does not see this explanation.

- Limited to 200 words
- Outlines why the student's response should be considered an exception or an anomaly
- Only the selected criteria are reviewed

Next steps

The QCAA will continue to support schools and teachers to implement senior syllabuses effectively, including:

- refresh of syllabus resources
- assessor recruitment and retention.

Key QCAA resources



Noticeboard

Noticeboard tile:

- Internal Assessment and Certification resources for schools



QCAA website:

- *QCE and QCIA policy and procedures handbook*
- QCAA memos
- Senior secondary > Senior subjects > Quality assurance

Key contacts

Quality Assurance Unit

confirmation@qcaa.qld.edu.au

(07) 3864 0491

- Confirmation processes
- Confirmation application
- Application of school assessment policy
- Quality management system requirements for internal assessment

Key contacts

Certification Unit

certification@qcaa.qld.edu.au

Student Management data

- Enrolments
- Provisional mark input
- Data error correction
- Transfer students

Key contacts

Learning Areas Units

Individual learning area contacts via

www.qcaa.qld.edu.au/about/contact/syllabus-contacts

- Advice about assessment implementation
- Understanding the ISMG
- Understanding cohort mark movements following confirmation

Learning goal

To understand the confirmation process, including recent and proposed enhancements.

Success criteria

You will have **successfully achieved** the learning goal if you can inform school staff of:

- the confirmation process
- recent changes made to confirmation process and procedures.

QCAA social media



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www.youtube.com/user/TheQCAA



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www.linkedin.com/company/queensland-curriculum-and-assessment-authority



www.instagram.com/myqce/