Placing students on the Form R6:
Making achievement decisions

Transcript of video
This video is available at www.qsa.qld.edu.au/29442.html

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When you make a fine-grain decision on the Form R6, you need to go back to the exit standards and consider relative achievement.

Relative achievement means you’re looking at the student responses relative to the standards. What does that mean?

Relative to the standards means that you’re going to look at the on-balance decisions for each of the dimensions, and we’ve already looked at on-balance decisions across the folio of work, and across the range of responses, and you’re matching the qualities of the student work to the standards descriptors.

The syllabus describes and prescribes what the minimum requirements are. The syllabus also describes how those on-balance decisions are made. And to receive a B, for example, in one dimension, the student may have some qualities of a C, but not so many that they are, in fact, a C. So they, on balance, match to the B descriptors.

A threshold decision would look something like this: You’ll have a B in one dimension, but some of those qualities may look like a C, or be a C, but on balance a B. The other dimension will have a B with some qualities at a C. And the third dimension, there will be a C with some qualities at a D.

That’s what we call a ‘threshold’, or just being in the HA band.

If we look then at ‘typical’, a student will have achieved, typically, at a B standard for each of the dimensions, and so therefore we might see that as mid-range or typical.

For ‘above typical’, the student has not achieved an A, or VHA, so therefore has not achieved an A in two dimensions and a B in the third. But, they are close to that because they’re at the upper range or relative to the A standard. So they may have achieved an A in one whole dimension and a B in the other dimensions. And those two may also have A qualities, but not so many that they have achieved two As and a B.

So if we were looking at placing the students on the R6, we’ve made some broad decisions and we can place them relative to the lower threshold, to typical, or closer to the standard above.

You may have a number of students who represent a typical achievement. Those students may all have B, B, B, or three Bs in each of the dimensions. However, when making fine-grain decisions, the school needs to look at the qualities of the student’s work relative to the standards. And within each B, there may be some of the student’s work
that matches to descriptors below, or a C, and some may have descriptors or qualities matching the A.

So therefore you may have four or five students looking the same — B, B, B — but you may place one student on an HA4, another on HA5, two at an HA6, for example.

The same will apply to the upper threshold. You may have students who have different qualities, and they will, therefore, be relative to the standards, either closer to the A — they may be an HA10 — or they may be closer to the C and represent typical or below typical standards.

The qualities of the work matched to the standards, and relative to the standards above and below, is how we make a relative achievement decision.