

Placing students on the Form R6:

Making achievement decisions — Very High Achievement

Transcript of video

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

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So let's look at two examples of relative achievement within the VHA range. The first example: In each of the dimensions, the student has been matched to the A-standard descriptors. That means each dimension is therefore judged to be an A standard. Using the determining level of achievement information in the syllabus, we are then able to say that, on balance, the student is a VHA student. We would also say the student is a high VHA.

The student has also been matched to the A-standard descriptors on every occasion on which there was an opportunity to do so. We can place this student in the upper range of the VHA band, probably somewhere between the seven and 10 rungs.

If we look at the second folio, we can see that this student has achieved an A standard in each of the dimensions, therefore meeting the minimum requirement for a VHA.

If we look at the relative achievement, we can see that, in the main, when the opportunity has been provided to demonstrate at the A standard, this student has achieved an A standard. However, there are occasions when the student has not achieved at the A standard and, for some of the objectives, has been matched to the B.

While, on-balance, in each of the dimensions, the student is matched to the A standard, there are occasions when the student did not demonstrate an A. Therefore, despite the fact the student has an A in each dimension, we are also able to say that the student is not a high A, but rather more appropriately placed at the typical.