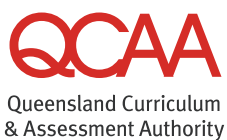


Retrospective

2015 Queensland Core Skills Test

Relative worth of each subtest (Part 4 of 5)



For all Queensland schools

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Relative worth of each subtest

Relative worth of parts of the QCS Test

Paper	Worth	Comment	
1	WT	68	Two grades on each of the five substantive criteria, plus two judgments on Length
2	MC I	50	50 items of equal worth
3	SR	66.5	16 items with up to five grades each
4	MC II	50	50 items of equal worth
Total		234.5	

Worth SR paper

Unit	Item number	Grade awarded and Code							Worth $\frac{A}{2}$
		A	B	C	D	E	N	O	
One	1	4	2	1					2
Two	2	7	6	4	1				3.5
	3	8	6	4	2				4
Three	4	10	8	5	2				5
Four	5	8	6	3	1				4
Five	6	10	8	5	3	1			5
	7	8	7	4	2				4
Six	8	7	5	2					3.5
	9	5	3	2					2.5
Seven	10	9	7	4	2				4.5
	11	11	9	6	4	2			5.5
Eight	12	7	5	4	2				3.5
	13	9	7	5	2	1			4.5
	14	11	9	7	4	2			5.5
Nine	15	9	7	4	2				4.5
	16	10	8	5	3	2			5

$$\Sigma \left(\frac{A}{2} \right) = 66.5$$

Deemed CCEs and QCS Test items

Tables showing CCEs tested within the MC and SR subtests are presented earlier in this document. One or more CCEs appear next to each item (or unit). What does this mean?

The QCS Test assesses students in terms of the common elements of the Queensland senior curriculum: analysing and synthesising, evaluating, comparing, interrelating ideas, graphing, estimating, compiling statistics, and so on. There is not, however, a simplistic match of CCEs and individual items in the QCS Test — there is not exactly one item for each CCE or exactly one CCE for each item. Some CCEs are obviously widely present — interpreting words and symbols, analysing and interpreting the meaning of diagrams, justifying. Other CCEs, such as graphing, may be absent from all but one or two specific items.

The CCE given for an item is not, therefore, a claim that this is the only skill required to complete this item successfully. Nor is it a claim that the CCE should be understood as meaning only the skills apparently required by the item. There may even seem to be ways of completing the item successfully that do not appear to involve the given CCE/s.

Listing CCEs against items provides information about how the test constructors view each item in the context of the particular QCS Test.

Balance of the QCS Test in terms of CCEs

Listing CCEs against items may suggest that the balance of a particular QCS Test or a series of QCS Tests can be assessed by tallying the number of times each CCE is listed.

It is wrong to expect such a tally to show an equal number of items for each of the 49 CCEs because they are not, and were not developed to be, either equal or equivalent, or in any other sense, interchangeable.

A reasonable assessment of the balance of the QCS Test will take into account that

- the 49 CCEs are not equal
- no CCE is trivial
- some CCEs are more substantial than others
- no single CCE fails to occur in the Queensland senior curriculum
- some CCEs are diffused generally across a wide range of items (and are therefore not listed frequently)
- some CCEs can only be tested through particular kinds of items that require a substantial proportion of the total test item (and therefore these CCEs will not occur very often).

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