Career Development (2010)
Sample assessment instrument

Multimodal response
July 2010
**Purposes of assessment**

The purposes of assessment are to:

- promote, assist and improve student learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Arts, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative, according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students’ learning, and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the achievement status or standards achieved by students at a particular point in their schooling. It is geared towards reporting and certification.

**Syllabus requirements**

Teachers should ensure that assessment instruments are consistent with the requirements, techniques and conditions of the Career Development: A short course senior syllabus (2010) and the implementation year 2010, with Year 10 students.

**Assessment instruments**

High-quality assessment instruments:

- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students’ diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural factors if careful consideration has determined that such reproduction is necessary.

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2. Assessment instruments are the actual tools used by schools and the QSA to gather information about student achievement, for example, recorded observation of a game of volleyball, write-up of a field trip to the local water catchment and storage area, a test of number facts, the Senior External Examination in Chinese, the 2006 QCS Test, the 2008 Year 4 English comparable assessment task.
Career Development: (2010)

Sample assessment instrument

*Multimodal response*

Compiled by the Queensland Studies Authority
July 2010

About this assessment instrument

This sample demonstrates a possible activity and style of assessment that:

- gathers evidence about the general objectives of *knowledge and understanding* and *research*
- allows students to assume responsibility for demonstrating their learning but allows support for those students who require that assistance
- could be suitable for students to explore possible changes to their SET Plan, developed in Year 10 and refined in Year 11
- could be adapted to suit the school context
- uses a variety of implementation conditions taking into account the expectations as outlined in Section 5 of the syllabus

This sample assessment instrument is intended as a guide to help teachers plan and develop assessment instruments for individual school settings. Any assessment instrument should be developed to include the relevant details, conditions and criteria for students.
Chart — Pathways to your goal

In Year 10 you developed an initial SET Plan that identified a career goal that you might wish to pursue. You further refined that SET Plan in Semester 1 this year.

This assessment task requires you to reflect on the goal that you established in your SET Plan using the models of inquiry and reflective practice that you have been using in class. Prepare an information chart that identifies your career interest and uses a variety of pathways into that career from your current course of study at school. Your chart and the accompanying explanation should indicate that you have used a number of sources of career information and understand the nature and dynamics of the Australian workforce for your chosen industry. You are encouraged to use data and graphs to help in your explanation of the industry.

Be prepared to discuss the pathways on your chart for two minutes and answer questions from the class.
<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
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<td>The student work has the following characteristics:</td>
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<tr>
<td>- accurate and comprehensive description and in-depth explanation of key ideas and concepts that demonstrates a thorough understanding of career information and the workforce</td>
<td>- accurate description and explanation of key ideas and concepts that demonstrates understanding of career information and the workforce</td>
<td>- accurate description and explanation of key ideas and concepts that demonstrates understanding of career information and the workforce</td>
<td>- accurate description and explanation of key ideas and concepts that demonstrates aspects of career and workforce information and the workforce</td>
<td>- accurate description and explanation of key ideas and concepts that demonstrates aspects of career and workforce information and the workforce</td>
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<tr>
<td>- uses knowledge of career and workforce information in familiar situations and applies transformed knowledge to unfamiliar situations</td>
<td>- uses relevant knowledge of career and workforce information in familiar situations and applies it to unfamiliar situations</td>
<td>- uses relevant knowledge of career and workforce information in familiar situations and applies it to unfamiliar situations</td>
<td>- uses knowledge of career and workforce information appropriately in familiar and, in some instances, unfamiliar situations</td>
<td>- recalls knowledge of career and workforce information in familiar situations</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>Research</strong></td>
<td><strong>Research</strong></td>
<td><strong>Research</strong></td>
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</tr>
<tr>
<td>- comprehensive, targeted description of developed issues for an open inquiry into a career</td>
<td>- comprehensive description of developed issues for an open inquiry into a career</td>
<td>- description of a developed issue for an open inquiry into a career</td>
<td>- description of a broadly defined topic for guided inquiry into a career</td>
<td>- description of a topic for guided inquiry into a career</td>
</tr>
<tr>
<td>- comprehensive, concise and coherent record of relevant primary and secondary sources in independent research activities that identify and investigate career options.</td>
<td>- coherent record of relevant primary and secondary sources in guided research activities that identify and investigate career options.</td>
<td>- record of relevant sources in guided research activities that identify and investigate career options.</td>
<td>- record of research in guided research activities that lists career options.</td>
<td>- record of research in guided research activities.</td>
</tr>
</tbody>
</table>

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