Ancient and Modern History (2004)
Advice for teachers

Assessment design guide
Categories 2 and 3
February 2011
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Assessment design guide — Categories 2 and 3

Compiled by the Queensland Studies Authority

February 2011

About this advice

This advice is intended to help teachers implement the syllabus in their school setting. It suggests a possible approach to developing effective Category 2 and 3 assessment instruments. It provides information about:

- Category 2 Written research tasks and Category 3 Multi-modal presentations
- Design steps and considerations.

This advice is to be read in conjunction with Designing effective assessment instruments for Authority and Authority-registered subjects and Quality assuring senior assessment instruments: A tool for schools available at:

Ancient History www.qsa.qld.edu.au/2047.html

Modern History www.qsa.qld.edu.au/2055.html
## Assessment design guide

### Category 2 Written research tasks and Category 3 Multi-modal presentations

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<tr>
<th>Phase</th>
<th>Step</th>
<th>Considerations and references</th>
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<tr>
<td>Planning the scope</td>
<td>Determine the scope</td>
<td>Syllabus&lt;br&gt;- Theme purpose statement&lt;br&gt;- Theme focus questions&lt;br&gt;- Category of assessment descriptors&lt;br&gt;- General objectives and exit standards for all criteria&lt;br&gt;Work program&lt;br&gt;- Theme selected&lt;br&gt;- Inquiry topic focus — context and coherence statement&lt;br&gt;- Assessment plan — conditions and criteria&lt;br&gt;Teaching and learning experiences&lt;br&gt;- What learning experiences will take place during the inquiry?&lt;br&gt;- What skills related to the assessment genre will need to be taught?</td>
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<td>and intent of the</td>
<td>technique requirements and context</td>
<td></td>
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<tr>
<td>assessment</td>
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<tr>
<td>Designing the</td>
<td>Develop the task</td>
<td>Develop a contextual statement to introduce the task. Use syllabus theme purpose statement and work program statement of context and coherence&lt;br&gt;Identify a broad topic for students to investigate from which multiple research questions can be developed&lt;br&gt;- Year 11 may be given specific research topics or questions or may negotiate their research questions&lt;br&gt;- Year 12 should negotiate research questions&lt;br&gt;Identify what genre students are to respond in or, particularly for multi-modals, what formats are possible</td>
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<tr>
<td>assessment</td>
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<tr>
<td>Research process</td>
<td>Decide how students will be guided through</td>
<td>Use the syllabus general objective <em>Planning and using an historical research process</em> as a guide&lt;br&gt;Write guidelines, expectations for research process&lt;br&gt;Scaffold as appropriate to the stage of the course — variety of approaches possible, e.g. research booklet to fill in, research journal in notebook&lt;br&gt;Aspects of inquiry must be employed&lt;br&gt;How will you monitor progress? Year 12 consultation and feedback diminishing with student experience and confidence</td>
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<tr>
<td>Formatting the</td>
<td>Task sheet</td>
<td>Basic details — year, semester, category of assessment, theme, inquiry topic, due date&lt;br&gt;Conditions — stated on task sheet, match work program&lt;br&gt;Context — short preamble sets the context of the inquiry within the theme&lt;br&gt;Task — broad inquiry task/topic provided&lt;br&gt;Genre stated or choices for genre listed&lt;br&gt;Guidelines for the research process are given — or students are directed to these&lt;br&gt;Expectations for each stage of the task are provided, e.g. checkpoints, drafts, referencing, what to submit</td>
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<tr>
<td>assessment instrument</td>
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| Formatting the assessment instrument (continued) | Criteria sheet | • A criteria and standards sheet drawn from the exit criteria is developed  
• All aspects of Criteria 1, 2 and 3 should be assessed in Category 2 and 3 tasks  
• Students are familiar with the criteria and standards and how they can be demonstrated for this category of assessment and for the selected genre/format |
|---|---|---|
| Evaluating | Evaluate task | Evaluate task  
E.g. Use Quality assuring senior assessment instruments: A tool for schools  
Refine task as necessary |
| | Face validity | • What is the task assessing?  
• What does the task ask students to do? Consider the range of possible research questions that could be developed from this broad topic.  
• Are the various aspects/steps involved in completing the task identified?  
• Are the expectations of students clear? |
| | Content validity | • Does the task assess what it is intended to assess?  
• Does the task as described allow for demonstration of all aspects of the criteria being assessed across the full range of standards?  
• Does the research process to be used allow for demonstration of all aspects of Criterion 1 at A standard, with particular focus on the aspects of inquiry?  
• For all genres, is it clear how students will demonstrate all aspects of Criteria 2 and 3 at A standard? E.g. For an art piece or dramatic presentation, Criteria 2 and 3 will be further evidenced in an accompanying rationale or out-of-role account  
• Are expectations for the use of referencing explicit? (Criterion 3) |
| | Language and layout | • Task is set out fully, clearly and in a logical sequence  
• Expectations are explicit, e.g. evidence of research, drafting, feedback, referencing, school assignment policy, scripts to be submitted |
| | Equity | • Task allows for equitable participation by all students for whom it is intended  
• All students are able to access required resources |