Ancient and Modern History (2004)

Advice for teachers

Assessment design guide — Category 4

Compiled by the Queensland Studies Authority

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About this advice

This advice is intended to help teachers implement the syllabus in their school setting. It suggests a possible approach to developing one type of Category 4 assessment — Short answer and response to stimulus tests. Other test types are possible in this category of assessment. It provides information about:

- Category 4 Short answer and response to stimulus instruments
- 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:


## Assessment design guide

### Category 4 — Short answer and response to stimulus tests

<table>
<thead>
<tr>
<th>Phase</th>
<th>Step</th>
<th>Considerations and references</th>
</tr>
</thead>
</table>
| Planning the scope and intent of the assessment | Determine the assessment technique requirements and context          | Syllabus  
- Theme purpose statements  
- Category of assessment  
- General objectives and exit standards  
Work Program  
- Theme selected  
- Inquiry topic focus — context and coherence statement  
- assessment plan — conditions and criteria  
Teaching and learning experiences  
- What learning experiences will have taken place by the time of the assessment?  
- What skills related to the assessment genre will need to be taught? |
| Designing the assessment                    | List the historical knowledge to be tested                            | Aspects of inquiry can be a guide  
- What key historical knowledge will students develop at each stage of the inquiry? |
|                                            | List the historical skills to be tested                              | Criterion 2 A standard descriptors can be a guide  
- What skills in the evaluation and use of historical sources will students have the opportunity to demonstrate in the test? |
|                                            | Select possible sources                                              | Syllabus general objective “Forming historical knowledge through critical inquiry” and Criterion 2 A standard descriptors can be a guide  
- Some sources should provide differing perspectives on the same aspect of the topic to allow for questioning across sources, e.g. to enable demonstration of corroboration and identifying patterns. |
|                                            | Draft test questions                                                 | Use the sub-criteria of Criterion 2 to devise questions about the sources  
Use the sub-criteria of Criterion 3 related to historical knowledge to develop short-answer questions  
The aspects of inquiry may be used to structure the test  
Some possibilities:  
Definitions  
- Define key terms, concepts  
- Describe significance of events, development  
- Explain relationship between key concepts, events, people  
Sources  
- A small set of sources about an aspect of the inquiry topic could be used to focus questions about the evaluation of the worth of sources, e.g. likely accuracy, reliability, relevance, representativeness, time period and context of production of the sources  
Backgrounds, changes and continuities: motives and causes  
- recall questions about the background content of the inquiry  
Effects, interests and arguments  
- questions for a set of sources about a particular aspect of the inquiry topic that is contentious  
- questions focused on the perspectives, arguments, explicit and implicit meanings, patterns, values, motives |
| Formatting the assessment instrument | Task sheet | • Basic details — year, semester, date, category of assessment, theme, inquiry topic  
• Conditions — stated on task sheet, match work program  
• Seen sources — (if applicable) provided prior to exam  
• Clean, legible copies of all seen and unseen sources provided in exam |
| Criteria sheet | • A criteria and standards sheet drawn from the exit criteria is developed  
• All aspects of Criteria 2 and 3 can be assessed in this type of instrument, except referencing  
• Students are familiar with the criteria and standards and how they can be demonstrated |
| Test paper | • Exam has a structure that guides students through the paper  
• Guidance is given about the length of response expected, e.g. instructions, lines, cues  
• What is being assessed in each item or section of the paper is clear (criteria identified) |
| Evaluating | 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?  
• Complete/review the test paper to check suitability of questions and coverage of inquiry  
Content validity  
• Does the task assess what it is intended to assess?  
• Does the task allow for A–E demonstration of all the aspects of the criteria being assessed? e.g. For Criterion 2, are there questions about relevance, reliability, values, motives, time context, bias?  
Language and layout  
• Clear formatting assists students to work through the paper  
• Wording of questions is unambiguous  
• Language is appropriate for the year level  
• Sources are legible  
• Sufficient contextual information about sources is provided to allow for evaluation  
Equity  
• Task allows for equitable participation by all students for whom it is intended |