

Attributes of quality assessment

Priorities and practices

Validity, accessibility and reliability are the fundamental attributes of quality assessment. Each attribute has priorities that inform quality assessment practices. These priorities and practices guide teachers when developing quality assessment and QCAA assessors when either endorsing summative internal assessment or developing summative external assessment.

Validity

Validity is the extent to which an assessment accurately assesses what it is intended to assess and whether the evidence of student learning collected from an assessment can be legitimately used for the purpose specified by the syllabus.

Priorities for valid assessment

There are five priorities for valid assessment:

- alignment
- authenticity
- authentication strategy
- item construction
- scope and scale.

Practices for valid assessment

- Assessment instruments and items align to the syllabus:
 - subject matter as identified in syllabus units
 - assessment specifications
 - assessment objectives
 - assessment conditions
 - assessment marking guide.
- Assessment instruments have authentic tasks that are appropriately challenging and provide realistic contexts.
- Assessment instruments include an authentication strategy to assure student ownership.
- Assessment items follow the features of the item type.
- Students can demonstrate specified performance levels within syllabus conditions.

Accessibility

Accessibility is the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning. In assessment, it requires inclusive practice of developing assessment to provide equitable access and allow participation for all students on the same basis as their peers.

Priorities for accessible assessment

- transparency
- language
- layout
- bias avoidance.

Where required, access arrangements and reasonable adjustments are made to enhance the engagement and equitable outcomes for all students while maintaining the integrity of the assessment.

Practices for accessible assessment

- The assessment information is shared publicly before being administered, including:
 - subject matter to be assessed
 - assessment technique to be used
 - how the assessment will be marked
 - when the assessment takes place.
- The language used in instructions and items is clear and unambiguous.
- Layout and visual design minimise distractions.
- Assessment is constructed so that students are not disadvantaged by factors irrelevant to the purpose of the assessment, such as their gender, social or cultural background.

Reliability

Reliability is the extent to which an assessment will produce the same consistent result.

Reliability refers to accuracy and precision of:

- an assessment — if it were to be repeated, the extent to which subsequent results would agree with previous results
- marking guides — the extent to which marks awarded by one marker would be comparable to those awarded by another marker.

Reliable assessment provides accurate and consistent data on student achievement, regardless of the assessment technique, whom it is marked by or when it is marked.

Priorities for reliable assessment

- intra-marker reliability
- inter-marker reliability

Practices for reliable assessment

- Individual markers are accurate and consistent in the application of a marking guide (intra-marker reliability).
- The marking guide is applied accurately and consistently among markers within schools, across schools and across marking operations (inter-marker reliability).



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