Authenticating assessment responses
Implementing teaching, learning, and assessment

Transcript of video 4 of 9
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Authenticating student work across learning areas

Jackie Campbell
Senior Education Officer
Queensland Curriculum & Assessment Authority

It is really important that we design effective instruments so that students can’t copy and paste off the internet and that we have to firstly have a process in place which allows them to work with that information; but secondly that our task requires them to do something with that information which makes it unique.

Tony Hytch
State Review Panel Chair
English Extension

I take my understanding of the syllabus and the manner in which our school has applied that syllabus to our particular context and we construct instruments. Students have almost endless opportunities with regards to what they then produce in response to those instruments.

Brad Walmsley
Senior Education Officer
Queensland Curriculum & Assessment Authority

The task or the problem would be to be broad enough for students to actually come up with multiple responses to that and therefore students will take ownership of their response and, again, that allows the teacher to then individualise the scaffolding for each particular student.

Managing the assessment process

Andrew Reid
Senior Education Officer
Queensland Curriculum & Assessment Authority

In the assessment process, teachers can check in on students’ work to ensure that it is their own work at various stages.

John Langer
Senior Education Officer
Queensland Curriculum & Assessment Authority

So part of that process would be regular monitoring of that work in the classroom.

Tony Hytch

So students meet with me regularly throughout the process to discuss firstly the formulation of ideas that they’ll then go along and investigate, and then key discussion points about those ideas.
Andrew Reid

So, students will be influenced by what they see on TV, or film. And they may adapt pieces from a professional or a produced piece of work, but it’s been an appropriation that can be referenced.

John Thomas

State Review Panel Chair
Study of Religion

It is very easy for me to bring a student up to the front, sit down and go through the journal. I can see immediately that it is their work. It is impossible in that kind of instance for students to be taking work from somewhere else.

Jackie Campbell

We are looking at building up the whole concept of the higher order thinking skills, the how and the why things happened and then doing a lot of evaluation of your sources to make sure that they are reliable, accurate, credible and that you have engaged really strongly with those. And then you move to the creation part where you’re going to design something fresh or create something new and in that way you’re going to be able to authenticate that because you have got the whole process in place.

Tony Hytch

Students own the process. In terms of our final task it’s quite an extensive — it’s a very individual — task and the student owns that task. However, they require a mentor, if you will, along the way. Someone who they can bounce ideas off, who can give feedback to the student about the direction that student will take in that final task.

Checking for authorship

John Langer

For work completed out of school, I would structure it so that it is a section or a part of the response that is being written rather than the complete response itself.

Brad Walmsley

Work done by students outside of the schooling environment is readily authenticated by teachers by referring back to work students have done previously in class, asking students about that work that they’ve done.

Jackie Campbell

We do expect them to collect work from everywhere else, that’s the whole point of researching. You’re going to access all sorts of different materials that might involve looking on the internet and finding others people’s work, it might be talking to people, it might be sharing sources amongst each other. How do we authenticate the student work? It is what they are doing with it. They have to analyse, they have to evaluate, they have to actually reflect on that and they have to feed it in to where they are going with that.

Tony Hytch

Even prior to the submission of work the student and teacher have worked so much together there’s been checkpoints along the way, there’s been periods of consultation and negotiation, to-ing and fro-ing between the teacher and the student. Plagiarism is impossible in a process with so much negotiation and so much awareness by the teacher of what the student has done up to that point.
John Langer

If I had some doubts about the authorship of a particular response, what I would do would be to have a conversation with the student about the work they have been completing. That way I would be able to gauge whether or not they were understanding the concepts, the topic, and also how they were using their sources to develop their ideas.

Grading plagiarised work

John Thomas

When part of the work’s been plagiarised, the sense that I have is, I am almost taking a marker to that part of the work and crossing it out, and then reading the work as the students have then submitted it.

John Langer

What I would then do is not consider that as a part of the response when I make my judgment.

John Thomas

Then I will apply the standards to the remainder of the student text.

John Langer

When I find that the student’s response has been plagiarised and I cannot identify any aspects of the work that is the student’s own, then I would consider that the student has not submitted a response to the task they have been provided with.

John Thomas

I am unable to apply the standards to a piece of work that is not clearly belonging to a particular student.