

School-based assessment

- What is assessment?** Assessment is the process used to identify, gather and interpret information about a student's performance. Assessment includes informal and formal teacher judgements and external examinations.
- What is school-based assessment?** School-based assessment is assessment which is managed by the school according to the unit assessment outline which is developed by the school from the assessment table in the course syllabus.
- School-based assessment includes tests, essays, examinations, reports, exhibitions, performances, presentations, demonstrations and other work including various forms of product or performance.
- In planning a teaching and assessment program for a unit, teachers will continue to do what they have always done, that is: consider the needs of the students; refer to the content expectations in the syllabus; refer to the syllabus assessment requirements; and locate appropriate resources.
- What is an assessment outline?** An assessment outline is the teacher's plan for assessment of a unit based on the assessment types and weighting ranges provided in the syllabus assessment table. The outline maps the assessment tasks and the preferred weightings in relation to the broad assessment types and outcomes for the course (see examples attached).
- Why is an assessment outline needed?** An assessment outline for a unit:
- provides clarity for students about the nature of the school based assessments (i.e. what and when it will be assessed) and their relative weightings
 - enables teachers to demonstrate they have addressed the syllabus assessment requirements
 - provides a framework for ensuring comparability of assessment
 - provides comprehensive, credible, information upon which decisions can be made about student performance.
- How can an assessment outline be developed?** When developing an assessment outline:
- focus on the content of the unit or the pair of units that will be taught for a particular class; consider whether it is most appropriate to teach the semester units sequentially or concurrently
 - identify the unit learning context(s) that will be used and access appropriate resources to assist in the planning and delivery of the teaching program
 - plan a teaching program with activities and tasks that ensure coverage of the unit content
 - refer specifically to the syllabus assessment table for the particular unit(s) and draw up an assessment outline using the assessment tasks in the teaching program
 - consider the tasks to be used in relation to the types of assessment required and to the broad outcomes of the course to make sure there is coverage of both. Determine the weightings for the assessments using the guidelines in the assessment table.

What are the implications for assessment outlines when delivering units concurrently over a year?

- develop the assessment tasks for the unit in detail. Describe the task clearly and build in any necessary steps or scaffolding in the instructions for students. Include the criteria for the assessment and a marking key that allocates specific marks to the range of expected responses from lower order responses to higher order responses.
- provide all students in the class with an outline of the teaching program and the unit assessment outline at the beginning of the unit, including details of what is to be assessed and when.
- When delivering units concurrently over the year, you may have either an integrated assessment outline covering both units or separate assessment outlines for each unit.
- Whether you have integrated or separate assessment outlines is a school decision bearing in mind that:
 - schools need to provide to Council at the end of the year, results (a mark out of 100 and grade for Stage 2 or Stage 3 units in Year 12) for **each** unit.
 - teachers need to be confident that the assessment tasks and evidence collected over the year reflects the teaching and learning of the syllabus content across both units.
 - students exiting at the end of semester one, can be provided with a unit (e.g. A or B) result.
- An integrated assessment outline will look the same as the examples attached but will include tasks addressing content of both units for a year.

SAMPLE ONLY:

Type weighting	Type	Task	Task weighting	Outcome 1	Outcome 2	Outcome 3	Outcome 4
40%	Investigation e.g. extended formal reports, investigative essays, digital presentations, oral reports or any other form that allows for the reporting of the investigation focus, propositions developed, analysis of sources and evidence, and conclusions reached.	Task 1 Investigate a past event or issue in Australian history. Prepare and present a report that details the significance of this event or issue on the political and legal system and different groups in Australia.	20%	✓	✓		
		Task 3 Produce a guide for new Australians called 'All you need to know about Citizenship in Australia'.	20%	✓		✓	✓
30%	Explanation e.g. structured short written responses, extended writing such as reports and essays, oral and/or multimedia presentations including speeches, seminar presentations, digital presentations and simulations of political and legal processes.	Task 2 'Australia's system of government is unique'. How accurate is this statement?	20%		✓		
		Task 5 Short answer responses – Skills and practices of citizenship.	10%				✓
30%	Source analysis e.g. structured short written responses and/or extended written answers completed in a variety of test and non-test conditions; oral and/or multimedia reports.	Task 4 Collect from a range of sources to create a Resource Folio and analyse political and legal issues or discussion points.	30%	✓		✓	

SAMPLE ONLY:

Type weighting	Task	Task weighting	Outcome 1	Outcome 2	Outcome 3
30–50%	Short answer (non–exam) Task 1 The price mechanism	20%	✓	✓	
	Task 2 Changes in market equilibrium	15%	✓	✓	
30–50%	Long answer (non–exam) Task 3 Sectionalised long answer: market efficiency	20%	✓	✓	✓
	Task 4 A case study of market failure: the deterioration of the water quality in the Peel–Harvey estuary	15%	✓		✓
20–30%	Examination Comprising: Multiple-choice 30%, Data interpretation/short answer 50%, Sectionalised long answers 20%	30%	✓	✓	✓