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| Quality assurance  Assessment tasks and marking guides |

This quality assurance document has been compiled to assist and support teachers to implement quality assessment and promote assessment literacy.

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| **Learning area/subject** |  |
| **Year** |  |
| **Unit** |  |

If the assessment task and marking guide satisfy the areas identified below, mark the box in the ‘Yes’ column. If ‘No’, write a comment offering advice on how to improve.

| Checking for quality | | | Yes | No | | Improvements | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The assessment task: | | | | | | | | |
| Validity | aligns to the curriculum, identified aspects of the achievement standard and what will be taught | |  |  | |  | | |
| includes cognitive verbs or command terms that reflect the achievement standard | |  |  | |  | | |
| allows students to provide evidence of learning across a five-point scale, e.g. A to E | |  |  | |  | | |
| uses a relevant, engaging context that provides reasonable challenge | |  |  | |  | | |
| has appropriate scope and scale for students to demonstrate the aspect/s of the achievement standard | |  |  | |  | | |
| avoids leading students to a predetermined response through instructions and scaffolding | |  |  | |  | | |
| Accessibility | provides opportunities for all students to demonstrate what they know and can do | |  |  | |  | | |
| uses clear, unambiguous, jargon-free instructions | |  |  | |  | | |
| uses a clear, well-structured layout | |  |  | |  | | |
| any visuals used are clear and accessible | |  |  | |  | | |
| avoids stereotypes and bias | |  |  | |  | | |
| Reliability | includes authentication strategies, e.g., checkpoints, acknowledgment of sources | |  |  | |  | | |
| has sample response(s) or exemplar(s) to clarify assessment expectations | |  |  | |  | | |
| The marking guide: | | | | | | | |
| Validity | aligns to the curriculum, identified aspects of the achievement standard and the assessment task | |  |  | |  | | |
| includes cognitive demand that reflects the achievement standard and the assessment task | |  |  | |  | | |
| uses a five-point scale (e.g. A to E) to describe evidence of students’ learning | |  |  | |  | | |
| Accessibility | can be used or adjusted for all students (if necessary, visuals, recordings or other assistive technology can be used) | |  |  | |  | | |
| can be used if students were offered a choice for response mode, e.g. oral or digital presentation | |  |  | |  | | |
| Reliability | will produce reliable information and data about student achievement | |  |  | |  | | |
| can be used by teachers to make consistent, on-balance judgments by matching the evidence and qualities in student responses with the identified aspects of the achievement standard across a five-point scale | |  |  | |  | | |
| includes information specific to the assessment task to clarify assessment expectations | |  |  | |  | | |
| can be used to inform feedback, moderation processes and professional conversations | |  |  | |  | | |
| Action required | | | | | | | | |
|  | | | | | | | | |
| Teacher/s | |  | | | Date | |  | |

After you have quality assured and improved the assessment task and marking guide:

* share the assessment task and marking guide with students and all stakeholders
* provide opportunities for students to learn and practise the relevant knowledge, understandings and skills before the assessment task is implemented.

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