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| Quality assurance  Curriculum and assessment plans |

A curriculum and assessment plan (CAP) provides an overview of the teaching, learning and assessment within a learning area/subject for each year level/band (or multiple year levels/bands in multi-age contexts).

This quality assurance document has been compiled to support teachers and school leaders to refine and strengthen the quality of a CAP before implementing it with students.

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| **Learning area/subject** |  |
| **Year level** |  |
| **Implementation year** |  |

If the CAP satisfies 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 curriculum and assessment plan: | | | | |
|  | * considers the context and cohort, including   + relevant student data and information   + available resources   + school and sector priorities |  |  |  |
| * identifies learning and assessment contexts that are relevant, engaging and provide a reasonable challenge to students |  |  |  |
|  | * reflects the intent of the   + rationale and aims   + key considerations |  |  |  |
| * considers the level description |  |  |  |
| * identifies the aspects of the achievement standard to be assessed in each unit |  |  |  |
| * identifies the content descriptions to be taught in each unit |  |  |  |
| * considers alignment between the identified aspects of the achievement standard and content descriptions in each unit |  |  |  |
| * ensures coverage of the achievement standard and content descriptions |  |  |  |
| * embeds relevant general capabilities |  |  |  |
| * embeds cross-curriculum priorities, where appropriate |  |  |  |
| * identifies links to other learning areas/subjects, where appropriate |  |  |  |
|  | * aligns assessment tasks to the unit descriptions |  |  |  |
| * identifies for each assessment task   + assessment title and description   + technique, modes and conditions   + timing of the assessment |  |  |  |
| * considers reporting processes and timelines |  |  |  |
| * provides a range and balance of appropriate assessment techniques, modes and conditions |  |  |  |
| * provides opportunities for students to demonstrate the depth and breadth of their learning |  |  |  |
|  | * considers the scope and sequence of units across the year level/band, including   + progression of content and skills   + meaningful grouping of content within and/or across strands/sub-strands   + opportunities for practice |  |  |  |
| * considers prior and future learning across the year level/band |  |  |  |
|  | * identifies moderation details, including   + when moderation will occur   + how it will be conducted. |  |  |  |
|  | **Action required** | | | |
|  | | | |
| Teacher/s |  | Date | |  |
| School leader/s |  |  |

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