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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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