

# QUALITY ASSURANCE

## ARCHIVED SAMPLES OF STUDENT WORK

A number of TASC Level 2 courses include a quality assurance mechanism that requires schools to table evidence – at time of audit – of archived samples of individual student’s work sufficient to illustrate the borderline between that judged as a Satisfactory Achievement (SA) or Preliminary Achievement (PA) award.

Each archived sample needs to:

- be at the SA/PA (or in some cases SA/fail (NN) borderline, not the borderline of higher awards as it is at the SA/PA borderline that a course will / will not contribute towards a Tasmanian Certificate of Education (TCE) everyday adult standard
- be of sufficient scope and depth that each sample can be used to make final assessment judgements against all the course’s criteria and – by application of the award algorithm – the final award that would be generated (i.e. each sample is a substantial body of work, not a single assessment task)
- have notations regarding the final assessment ratings and the reasons for each.

In addition to archiving samples of student work it is expected that course providers will have documented processes that address issues such as:

- how and when teachers of a course are reminded that they need to capture bodies of work when borderline cases are identified (so that arrangements can be made to collect/copy the work)
- how the body of work will be captured (e.g. scanned, filing cabinet)
- the need for notations about why the learner’s achievement was borderline, the final assessments, and the reasons for them
- how the archive will be maintained (at school or faculty/department, not individual teacher level)
- how the archive will be used.

Archived student work ensures that through its quality assurance processes, TASC can access sample assessment processes and decisions made that directly impact on the integrity of the TCE. They also provide a source for:

- within-provider moderation tasks
- between-provider moderation tasks
- the professional development of teachers new to a course
- professional conversations about the application of standards
- points of reference in making final assessment decisions for the same course in other cases/years.

The number of samples in an archive will depend on how many borderline cases have arisen in the time that the course has been offered by a school. As a general guide, between four and six samples from the past few years would suffice if this number had naturally arisen in that timeframe. It is recommended that schools offering a course for the first time or with limited samples investigate borrowing samples from other schools so as to seed their own archive and be able to make use of its intended purpose.

It is expected that assessment rubrics used to determine final internal ratings would reference the use of such an archive in making borderline assessment judgements in relevant courses.