INTERNAL ASSESSMENTS

ASSESSMENT RECORDS, FINAL RATINGS AND THEIR ASSESSMENT RUBRICS

OFFICE OF TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

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ASSESSMENT RECORDS

TASC does not prescribe the method used by course providers for keeping assessment records. Typical methods include: traditional mark books; spreadsheets; and school-based computerised records systems.

Whatever method is used for assessment record-keeping, consider the following:

- security of the records
- if a mark book or spreadsheet are used, how can the record be backed-up in case of loss or damage to the book/file?
- if the record-keeper is absent, how can the provider access the records? Who else has access to the records, and is this appropriate?

Example Assessment Record: A (below) shows some of the typical features of an assessment record, including the:

- learner's name
- assessment tasks
- date of assessment
- grades/marks achieved on each task against the relevant criteria.

The example also includes a row for the final ratings that will be reported to TASC at the end of the year.

FINAL RATINGS

The final ratings sent by providers to TASC are used by TASC to generate qualifications (which include awards). TASC qualifications contribute to the gaining of the TCE. The process used by course providers to determine final ratings is important. When the various grades/marks achieved for each criterion are used to determine the final ratings, consider the following:

- TASC course documents include the statement that, "…assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement." Final reported ratings cannot therefore be derived by simple averaging. Achievement later in the academic year is more significant (carries more weight) than achievement at the start of the year. The recording of the date of each assessment informs such considerations
- some tasks are more significant (carry more weight) than others.[1] For example:
    - a short revision test would not have as much weight as a major essay or project
    - a task that is used to assess a few standard elements of a given criterion may not carry as much weight as a task that is used to assess all a criterion's standards
    - a task addressing a course's work requirement might reasonably be expected to carry more weight than an assessment that was additional to such a requirement.

[1] See also 'Assessment Tasks' at https://www.tasc.tas.gov.au/teachers/internal-assessment/

In some assessment records the titles given to assessment tasks (such as 'minor' or 'major') provides some information about the relative significance of individual tasks to the overall, final assessment but this may not always be clear.

Various methods can be used to indicate the 'weight' of individual tasks. These include the:

- use of bold, underline and/or italics
- use of colour or symbol codes
- systematic use of descriptors in the task titles.

The provision of keys within the assessment record is important in the first two examples.

Some of these features are shown below in Example Assessment Record: B (best practice).

FINAL ASSESSMENT RUBRICS

In Example Assessment Record: B there is a space to articulate the final assessment rubric to be applied (i.e. the 'rules', logic or method for making final rating judgements). Such a rubric would address the considerations noted above, and the borderline award issues noted below.

It is useful to consider the question, '*Do my records and systems have enough clarity and detail that – based on the evidence of the assessment record – another person could make the same final rating determinations that I would?*' Having such clarity and detail means that:

- there is transparency of process[2]
- learners gain results that are fair and reasonable regardless of the presence or absence of a particular individual at the time the decisions about final ratings are made.

Requirements about specific details for the articulation of final assessment rubrics may vary between providers:

- some schools may have a policy that all teachers of a certain course will use the same assessment instruments and thus apply the same final assessment rubrics
- at another schools teachers might devise individual assessment tasks for each class, and thus require class-specific final assessment rubrics.

Similarly mechanisms for identifying the relative significance/weighting of assessment tasks in assessment matrices and records might be common across whole-of-school or individualised at the class level depending on a provider's policies and procedures.

[2] A check of the accuracy of the application of final assessment rubrics might be considered an appropriate response by a provider to a leaner's request for a review of their final ratings (see https://www.tasc.tas.gov.au/wp-content/uploads/2017/07/Standard_for_Within-Provider_Within-Course_Comparability_of_Internal_Assessments.pdf f p.2).

EXAMPLE ASSESSMENT RECORD: A

STUDENT NAME: *Dale Black*

Assessment Tasks	Date	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Mapping Test	12-Mar		C	C-	D	C+		C+
Essay #1	19-Mar	C-		C-		C		
Minor Project #1	5-Apr	C+	C	C	C+		C+	C+
Revision Test #1	16-Apr	Z	Z		C-			Z
Essay #2	1-May	B	B-	B		B	B	
Worksheet on seas and oceans	8-Jun	B	B-	B	B		B	
Worksheet on countries	14-Jun	B			B-	B+		B+
Minor Project #2	2-Jul	B+	B+	B+	B+	B		
Revision Test #2	1-Aug		C+		B	B		B
Major Project	1-Sep	A	A-	A		A	A	
Test	4-Sep		A-	A-	A	A	A	A
Essay #2	9-Sep	A	A-	A		A	A	A
FINAL RATINGS								

EXAMPLE ASSESSMENT RECORD: B

STUDENT NAME: *Dale Black*

Assessment Tasks	Date
Mapping Test	12-Mar
Essay #1	19-Mar
Minor Project #1	5-Apr
Revision Test #1	16-Apr
Essay #2	1-May
Worksheet on seas and oceans	8-Jun
Worksheet on countries	14-Jun
* Minor Project #2	2-Jul
Revision Test #2	1-Aug
* Major Project	1-Sep
Test	4-Sep
* Essay #2	9-Sep

* address TASC work requirement

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
	C	C-	D	C+		C+
C-		C-		C		
C+	C	C	C+		C+	C+
Z	Z		C-			Z
B	B-	B		B	B	
B	B-	B	B		B	
B			B-	B+		B+
B+	B+	B+	B+	B		
	C+		B	B		B
A	A-	A		A	A	
	A-	A-	A	A	A	A
A	A-	A		A	A	A

FINAL RATINGS

Weighting key

Minor task

Medium Weighting

Major Task

Final Assessment Rubric:

<write 'rules' for making final judgements here>

RATINGS, AWARDS AND BORDERLINES

RATINGS AND AWARDS

TASC uses the final ratings reported by course providers to generate qualifications that include awards (such as Satisfactory Achievement (SA) or Exceptional Achievement (EA)). TASC does this by applying the award requirement algorithms articulated in the relevant course document. The class teacher can predict the award by similarly applying the algorithms.

BORDERLINES

In some cases learners may be on a borderline between awards.

For example, a High Achievement (HA) algorithm might be: 3 'A' ratings, 4 'B' ratings, 1 'C' rating. A learner might have 2 'A' ratings, 5 'B' ratings, 1 'C' rating. In this borderline case if 1 'B' became and 'A' the learner would gain an HA award instead of a Commendable Achievement (CA) award. In such cases it is prudent to review both the evidence of student work against the criterion in question and the application of the final assessment rubric to the criterion, and consider opportunities for additional assessment.

The issue of borderline consideration has *very high stakes* in TASC courses where an SA award or higher is used as evidence that a learner has achieved one or more of the TCE's 'everyday adult' skill set standards (the so-called 'tick courses'). In such cases a Preliminary Achievement (PA) award means that a learner gains credit points but not the 'tick', but an SA award means that both credit points and the 'tick' are gained. The gaining of a 'tick' carries an assurance that the learner has achieved an 'everyday adult' skill set standard.

Consider a case where a 'tick course' had the SA algorithm: 7 'C' ratings, and a learner had 6 'C' ratings and 3 't' ratings. The change of 1 't' to a 'C' would mean an SA award, the 'tick', and the associate assurance that the learner had achieved the relevant 'everyday adult' skill set standard. Given the risk to the integrity of the TCE an incorrect judgement in such a borderline case can have, it is expected that extra rigour is applied to such considerations.

Tools and processes to assist in such considerations include:

- professional conversations with colleagues and peers/mentors
- a review of the evidence of the student's work related to the criterion in question
- further assessment of the student in the criterion in question
- comparison of the case in question with past borderline cases held in the provider's archive[3]
- close reference to the Australian Core Skills Framework (ACSF) or the TCE course document.

[3] See https://www.tasc.tas.gov.au/teachers/internal-assessment/

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