

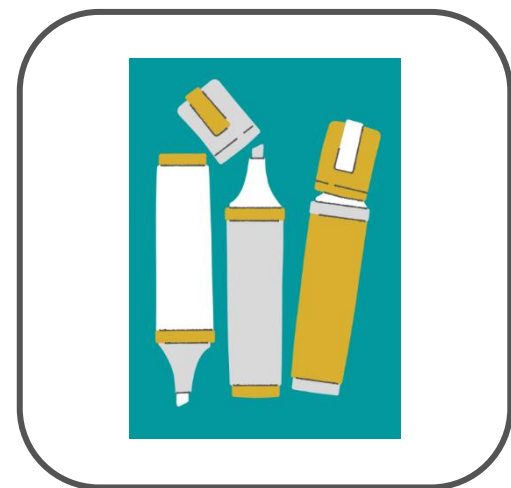
Assessment planning and task design

Tuesday 15 March 2022



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

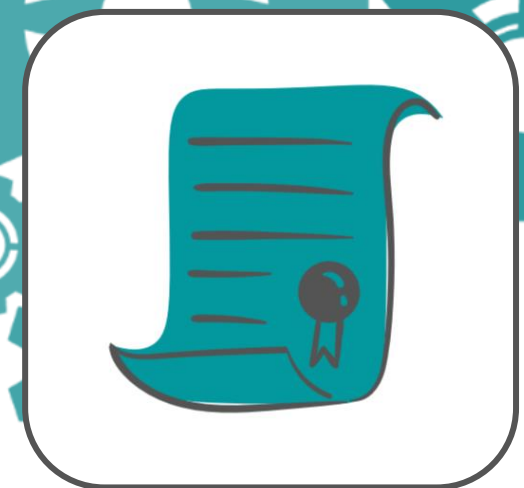
The Office of Tasmanian Assessment, Standards and Certification



ASSESSMENT



STANDARDS



CERTIFICATION

OUTCOMES FOR SESSION



Learning Intentions:

- **Know:**
The assessment requirements for TASC accredited course delivery
- **Understand:**
The connections between quality teaching and TASC assessment and assessment record requirements
- **Do:**
Interact with and unpack an assessment matrix and assessment task



Success Criteria:

You will be able to:

- Identify the connections between quality teaching and learning and TASC accreditation requirements
- Identify and articulate key assessment planning requirements
- Confidently plan to assess students enrolled in a TASC courses in 2022 and beyond



Other Desired Outcomes:

- To establish connections between teachers new to TASC courses and the avenues of support
- To foster confidence in teachers who are new to TASC courses and the TCE

**Scope and
sequence**

**Learning
plan**

**Lesson/ Unit
plan**

**Assessment
Matrix**

**Record of
Assessment**

**Attendance
Record**



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**Scope and
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Learning
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Matrix**

**Record of
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Record



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ASSESSING

What documentation supports learning?



What is the purpose of an Assessment Matrix?

What key features need to be on an *Assessment Matrix*?



ASSESSING

Assessment Matrix

An *Assessment Matrix* is an overall plan for course assessment. It May form part of a scope and sequence or be a separate document.

Whatever the format:

- date
- assessment tasks/title
- indication if task is a **work requirement** (where relevant)
- criterion/criteria to be assessed
- criterion standard elements to be assessed (in best practice)
- relative weighting/significance.



An assessment matrix allows for a top-level view of planned assessment and allows checking of:

- the frequency of summative assessment
- provision of opportunities for students to demonstrate improvement/consistency of achievement
- the coverage of criteria/standard elements
- All specified work requirements have been/will be assessed.
- TASC quality assurance requirements are covered

ASSESSING

Assessment Matrix

Whatever the format:

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- criterion/criteria to be assessed
- criterion standard elements to be assessed (in best practice)
- relative weighting/significance.

Example of Part of an Assessment Matrix

Date	Task	Work Requirement?	Criterion assessed	Standard Elements assessed*	Relative Weighting**
10 March	Report on investigation into impact of logging on native birds	Yes – investigative reports #1	2	All	Major
			3	E1, E2, E5	Major
			4	E3, E4, E6	Medium
2 April	Lab. Report on plant cells	No	1	E2, E3, E5	Minor
			6	All	Minor

CRITERION BASED ASSESSMENT

New criteria layout – includes the criterion elements

Criteria, criterion elements and standards (tasc.tas.gov.au)

Example criterion, criterion elements and standards

Criterion 2: Communicate in spoken English

Criterion

*Specifies what will be measured in relation to the achievement of course-level learning outcomes.
Criterion must be clear and succinct and will always start with a verb.*

Standards

Specifies how student achievement of the criterion will be measured.

Criterion Elements	Rating A The Learner:	Rating B The Learner:	Rating C The Learner:
(E1) Information <ul style="list-style-type: none">- creation- communication	creates and communicates information using clear and concise language in oral interactions	creates and communicates information competently in oral interactions	creates information for oral presentation
(E2) Ideas and opinions <ul style="list-style-type: none">- communication- use of support material	orally communicates ideas and opinions using selected evidence and examples	orally communicates ideas and opinions supported by examples	orally communicates ideas and opinions
(E3) Text structure <ul style="list-style-type: none">- context- purpose- audience	structures oral texts appropriately and effectively for different contexts, purposes and audiences	uses text structures to create oral texts for familiar and some unfamiliar contexts, purposes and audiences	uses basic text structures to create oral texts for familiar contexts, purposes and audiences
(E4) Tone <ul style="list-style-type: none">- audience- purpose	creates formal and informal oral texts using a variety of tones to suit different audiences and purposes.	creates formal and informal oral texts using appropriate tone for intended audience and purpose.	creates formal and informal oral texts using tone for some intended effect .

Note: Element numbering is not an indicator of importance.

Criterion elements

Specifies the components or characteristics of the criterion – a breakdown.

Descriptor

Specifies what standard a student has achieved in relation to a specific element.

ASSESSING

Which characteristics are missing in this example?

Assessment Matrix

Whatever the format:

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- relative weighting/significance.

What else may be concerning with my plan for assessment?

Assessment TASKS	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Task 1						✓	
Task2 ♦			✓		✓	✓	✓
Task 3	✓	✓				✓	
Task 4 ♦			✓			✓	
Task 5	✓				✓	✓	✓
Task 6						✓	
Task 7					✓	✓	
Task 8 ♦	✓	✓	✓	✓		✓	✓

- ✓ assessable criteria
♦ Work requirement

ASSESSING

Assessing – Assessment Matrix

Whatever the format:

- date
- assessment tasks/title
- indication if task is a work requirement ✓
- criterion/ia to be assessed
- criterion standard elements to be assessed (in best practice)
- relative weighting/significance.

DATE	Assessment TASKS	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
1 February	Task 1						✓	
3 March	Task2 ♦			✓		✓		✓
8 April	Task 3	✓	✓		✓		✓	
9 May	Task 4 ♦			✓				
25 July	Task 5	✓			✓	✓	✓	✓
9 August	Task 6	✓	✓					✓
15 Sep	Task 7					✓		
22 October	Task 8 ♦	✓	✓	✓	✓		✓	✓

Minor assessment task

Medium assessment task

Major assessment tasks

✓ assessable criteria

♦ Work requirement

ASSESSING

Assessing – Assessment Matrix

Whatever the format:

- date
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- criterion standard elements to be assessed (in best practice)
- relative weighting/significance.

DATE	Assessment TASKS	Criterion 1				Criterion 2				Criterion 3				Criterion 4				Criterion 5				Criterion 6				Criterion 7			
		E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4	E1	E2	E3	E4
1 February	Task 1	✓		✓		✓	✓	✓	✓	✓								✓	✓	✓	✓								✓
3 March	Task2 ♦			✓							✓		✓		✓	✓	✓					✓	✓	✓	✓			✓	
8 April	Task 3						✓	✓	✓					✓	✓	✓	✓									✓	✓	✓	✓
9 May	Task 4 ♦									✓		✓	✓					✓	✓	✓	✓					✓			
25 July	Task 5		✓		✓	✓								✓		✓						✓		✓	✓				
9 August	Task 6									✓	✓	✓		✓		✓				✓	✓								
15 Sep	Task 7										✓							✓		✓	✓		✓	✓			✓		
22 October	Task 8 ♦	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓

Minor assessment task
Medium assessment task
Major assessment tasks

- ✓ assessable criteria
♦ Work requirement

Assessment Matrix

Example of Part of an Assessment Matrix

Date	Task	Work Requirement?	Criterion assessed	Standard Elements assessed*	Relative Weighting**
10 March	Report on investigation into impact of logging on native birds	Yes – investigative reports #1	2 3 4	All E1, E2, E5 E3, E4, E6	Major Major Medium
2 April	Lab. Report on plant cells	No	1 6	E2, E3, E5 All	Minor Minor


DATE	Assessment TASKS	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
1 February	Task 1						✓	
3 March	Task2 ♦			✓		✓		✓
8 April	Task 3	✓	✓		✓		✓	
9 May	Task 4 ♦			✓				
25 July	Task 5	✓			✓	✓	✓	✓
9 August	Task 6	✓	✓					✓
15 Sep	Task 7					✓		
22 October	Task 8 ♦	✓	✓	✓	✓		✓	✓

Minor assessment task
Medium assessment task
Major assessment tasks

- ✓ assessable criteria
- ♦ Work requirement

Internal Assessments

Quality assurance

[back to Schools and other providers](#) 

TASC issues senior secondary qualifications – including the TCE – to Tasmanian learners based on final results reported by course providers (and external assessment results in Level 3 and 4 courses). **Quality assurance** is needed to ensure the validity, reliability and integrity of the qualifications we issue. The value of TASC-issued qualifications and the confidence the Tasmanian public can place in them is maintained and enhanced by **quality assurance**.

In addition to TASC's internal **quality assurance** mechanisms we require schools, colleges and other providers of TASC-accredited courses to register with our Office and agree to active involvement in a variety of **quality assurance** activities.

TASC's **quality assurance** mechanisms include: [audits](#); [quality assurance meetings](#); and [regional workshops](#). In addition to checking compliance with the 10 [Standards for Providers](#), TASC **quality assurance** processes have a focus on supporting schools and colleges in their continuous improvement of course delivery and assessment.

Audits

[More information](#)

Regional workshops

[More information](#)

Quality assurance meetings


[More information](#)

Standards for providers

[More information](#)

[Quality assurance - TASC](#)

Quality assurance

[back to Schools and other providers](#) 

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Audits

[More information](#)

Regional workshops

[More information](#)

Quality assurance meetings

[More information](#)

Standards for providers

[More information](#)

[Quality assurance - TASC](#)

QUALITY ASSURANCE MEETINGS

Which courses?

What happens?

What do you need to do?

See the TASC website

- ✓ Computer Graphics and Design – Foundation
- ✓ English Applied
- ✓ English Foundations
- ✓ History and the Environment
- ✓ Introduction to Sociology and Psychology
- ✓ Legal Studies - Foundation
- ✓ Media Production Foundations
- ✓ Religion in Society
- ✓ Tasmanian Aboriginal Studies
- ✓ Work Readiness
- ✓ Workplace Maths

Quality assurance meetings - TASC

ASSESSING

What documentation supports learning?



What is information do you provide students before they begin an assessment task?

What key features need to be included in the assessment task information?



ASSESSING

Planning | Teaching | Assessing –Task Design



When designing **individual assessment tasks**, it is best practice to include the following features:

- the criterion/criteria (and specific standard elements where appropriate) that will be assessed by a task)
- relative weighting/significance of the task to overall assessment of the criterion/criteria
- performance indicators to guide learners about the required characteristics of work to meet standards/ratings.

Assessing –Task Design

What to include in your assessment task design

History and the Environment
HAE215120

Course title and code

TOPIC 1: Climate and Sustainable Futures

Sub-Topic: Climate, Water and Atmosphere

Identify the element(s) of
the course content

ASSESSMENT TITLE:

A good idea to have continuity of title
reflected in your assessment record

TASK:

An accessible outline of what the students need to
do for this assessment. Instructions should be clear
and definite specifying assessed learning outcomes.

ASSESSMENT WEIGHT: Minor/Medium/Major

An indication of the assignment
weighting (also reflected in the Scope and
Sequence and the Assessment Record

CRITERIA AND ELEMENTS to be assessed:

Use the course document here. The
elements are found under the
Standards tab.

PERFORMANCE INDICATORS:

Performance indicators guide learners about the required
characteristics of work to meet standards/ratings.

OTHER INFORMATION:

Such as due date, teacher name,
word length, technical requirements

Where to for support?



- TASC
 - [TASC website](#)
 - School-based TASC Liaison Officer
 - enquiries@tasc.tas.gov.au
- Years 9-12 Learning
 - [Years 11 and 12 website](#) (cross sector support)
 - [Online resources](#)
 - [Communities of practice](#)
- Student career and pathway planning support
[Careerify](#)

Where to for support?



[Years 11 & 12 - Years 11 & 12 \(education.tas.gov.au\)](https://education.tas.gov.au)

Select Language ▾

DEPARTMENT OF EDUCATION *learners first*



Years 11 & 12

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Where to for support?



Years 11 & 12

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Communities of Practice

Years 9 – 12 Learning has established a number of Microsoft Teams sites for teachers of Years 9 to 12 students. The intention of these Teams sites is to provide a space that will allow you as teachers to collaborate and develop a community of practice across sectors, and share resources and ideas with your peers working in similar learning areas.

The content found on these Teams sites is just a starting point, with content increasingly driven by the teaching community, sharing resources that you find most effective in supporting your students learning from home. The following outlines the Teams sites that have been established.

How to Join a Community of Practice

If you are a DoE teacher, please [access join codes and instructions](#).

If you are a teacher from the Catholic or Independent sector you need to have an email address associated with a Microsoft Office 365 account. If your school email address is already linked with an Office 365 account, please [register](#). If you don't have an email address linked to an Office 365 account, please [create an account](#) first and then [register](#). More help on MS Teams is available at the [Microsoft Education Centre](#).

Full list of Teams sites available

Microsoft Teams sites for Senior Secondary Courses



Microsoft Teams sites for VET subjects



Independent and Catholic Schools



Online Resources **Department of Education**

Online Canvas Course Development for Years 11 and 12

About the courses

The courses will support students in extension high schools, colleges and non-government schools, as well as providing curriculum support for teachers. They are designed to suit a variety of learner contexts ranging from fully online through to augmenting face-to-face delivery. The courses represent one way of presenting the relevant TASC course, but teachers are encouraged to adapt the content to meet their own needs.

Accessing the resources

These courses are available for viewing in Canvas. The following documents provide additional information on how to access and download these resources:

- [DoE Teachers – How do I view Years 11 and 12 resources if I teach at a DOE school? \(using generic login\)](#)
- [DoE Teachers – How do I view and access Years 11 and 12 resources via Canvas Commons \(using my DOE credentials\)](#)
- [How do I access Years 11 and 12 resources if I teach at a Catholic or Independent school? \(using generic login\)](#)
- [How do I download an offline version of a Canvas Course?](#)

Canvas courses available for use in 2021



Virtual Learning Tasmania Canvas content currently available



Canvas modules currently under development



Where to for support? – Department of Education



Department of Education Teacher Support

The Department of Education's Principal Education Officers Years 11 and 12 (North and South) from the Years 11 and 12 team are available to further support teachers in schools and Colleges with the TASC requirements outlined today.

Principal Education Officers - Years 11-12 Contact details:

South

Emma Aorangi emma.aorangi@education.tas.gov.au WK: 61656395 0428548096

Sandra Guerzoni sandra.guerzoni@education.tas.gov.au WK: 61658029 0417745985

North

Adrian Lewis adrian.lewis@education.tas.gov.au WK: 0422195541

Susan Oakden susan.oakden@education.tas.gov.au WK: 0436812968

Where to for support? – Catholic Education Tasmania



Catholic Education Tasmania:
TASC/Senior Secondary Specialist – Project 23

Alison Savage – Alison.savage@catholic.tas.edu.au



Catholic Education Tasmania

Where to for support? – Independent Schools Tasmania



Independent Schools Tasmania

Chrissy Gamble - cgamble@independentschools.tas.edu.au

independent
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Independent Schools Tasmania | Inspiring Bright Futures

OUTCOMES FOR SESSION



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