

ASSESSMENT DOCUMENTATION

A SELF-EVALUATION TOOLKIT FOR TEACHERS

INTRODUCTION

This toolkit includes check-list templates and notations that will guide you through a self-evaluation of your:

- plans for assessment (your assessment matrix)
- assessment tools (the tasks, worksheets, etc. that you give to your students)
- assessment records (the mark-books/systems where you record student achievement).

Undertaking the self-evaluation will allow you to identify:

- the features and aspects of your assessment documentation that meet or exceed TASC's expectations
- opportunities for the continuous improvement of your documentation and methodologies.

THE STANDARDS

There are ten (10) Standards required by [TASC that schools and colleges registered to provide accredited Tasmanian senior secondary courses must meet](#).

This toolkit will help you measure your success in meeting the following Standards:

- Standard 1: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met
- Standard 3: Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable
- Standard 4: Course providers will ensure that accurate assessment records are maintained.

WHAT YOU WILL NEED

To undertake the process of self-evaluation you will need:

1. some time and space! (The process could be part of a school-based professional development session or done on an individual basis. Would it be best to undertake it individually or as part of a small group of teachers of the same or similar courses? You decide what works for you and your situation)
2. a copy of this toolkit
3. a copy of the course document
4. your plan for delivery and assessment of a course. (This scope and sequence may have both the delivery/teaching and assessment plans in the same document, or a separate assessment matrix. It is the assessment plan/matrix that is needed for this process)
5. two (2) examples of assessment tasks you use with your students (label them A and B).
6. your assessment records (mark-book, spreadsheet system or whatever method you use to record assessments).



SELF-EVALUATION RECORD

COURSE NAME: _____

Read a features column question. Look to your assessment plan/matrix. If you can clearly see the answer to the features question, tick the Yes column. If not, make a notation in the No column – these can then become a focus of your continuous improvement processes.

Self-evaluation PART I: Standard 1			
Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met			
Features of the assessment plan/matrix:		Yes (✓)	No (X)
1	Are the noted assessment tasks given clear titles? (e.g. 'Fractions Test #1', 'Shakespeare Essay', 'Response to Design Brief 2', 'End-of-Unit 3 Test')		
2	Are the criterion/ia to be assessed by each task noted?		
3	Are the criterion/ia standard elements applicable to the task noted? (e.g. Criterion 1- all Elements, Criterion 2 - Elements 1, 2, and 4)		
4	Are the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria noted? (e.g. by use of terms such as 'major' or 'minor', or a colour code with key)		
5	Are tasks that satisfy work requirements noted as such? (e.g. by a highlight or the letters 'WR')		
6	Are all the criteria / standard elements covered in the totality of the assessment plan? (Have any criteria / standard elements been missed? – if so, note in the No column and revisit your matrix as soon as possible, to ensure full coverage)		
7	Are there sufficient opportunities for learners to demonstrate improvement over time / consistency of achievement against each criterion? (Criteria / standard elements need to be assessed several times in order for students to be able to demonstrate improvement, and a consistency of attainment. If a criterion linked to a specific part of the course content is assessed, say, in Term 1, are there opportunities later in the year for students to demonstrate currency of achievement and/or improvement as they experience more of the course?)		

The method of self-evaluation here is the same as for Standard 1, but when judging the features of the selected tasks try to do so through the eyes of your students – just how clear is that feature to them?

Self-evaluation PART 2: Standard 3

Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable

Assessment Task 'A':

Features of selected assessment task:		Yes (✓)	No (x)
A.1	Does the task have a clear title / heading?		
A.2	Does the assessment task note the criterion/ia being addressed? (Also, do my students have access to the criteria wording?)		
A.3	Does the assessment task note the criterion/ia standard elements being addressed? (Also, do my students have access to the criteria standard elements wording so that they know what their work will be assessed against?)		
A.4	Does the assessment task note the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria?		
A.5	Does the assessment task give clear performance indicators to guide learners? (e.g. clearly tell them what they have to do to get 'good marks' - things like expected format and size of the response; how many correct answers (and to which question types) are needed for a B; guidance as to how the relevant standard elements will be applied within the context of this specific task?)		
A.6	Does the assessment task allow assessment of the nominated criterion/ia / standard elements? (For example, if the task requires an oral presentation, a criterion focused on written skills cannot be used. If a task does not require or allow for presentation of data in graphical form, a standard element concerned with the degree of skill or complexity of such a presentation cannot be included in the assessed elements).		
A.7	Does the assessment task allow the potential for learners to demonstrate the highest defined standards (unless otherwise noted)? (In some maths courses, for example, the very complex operations required by an A may not be required in a specific assessment task, so the 'best' mark available on this task might be C or B on a specific criterion or standard element. If this is the case, is this clear to students?)		
A.8	The assessment task does <u>not</u> privilege any certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds.		

Self-evaluation PART 2 (continued): Standard 3

Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable

Assessment Task 'B':

Features of selected assessment task:		Yes (✓)	No (x)
B.1	Does the task have a clear title / heading?		
B.2	Does the assessment task note the criterion/ia being addressed? (Also, do my students have access to the criteria wording?)		
B.3	Does the assessment task note the criterion/ia standard elements being addressed? (Also, do my students have access to the criteria standard elements wording so that they know what their work will be assessed against?)		
B.4	Does the assessment task note the relative weighting/significance of assessment tasks to the overall assessment of relevant criteria?		
B.5	Does the assessment task give clear performance indicators to guide learners? (e.g. clearly tell them what they have to do to get 'good marks' - things like expected format and size of the response; how many correct answers (and to which question types) are needed for a B; guidance as to how the relevant standard elements will be applied within the context of this specific task?)		
B.6	Does the assessment task allow assessment of the nominated criterion/ia / standard elements? (For example, if the task requires an oral presentation, a criterion focused on written skills cannot be used. If a task does not require or allow for presentation of data in graphical form, a standard element concerned with the degree of skill or complexity of such a presentation cannot be included in the assessed elements).		
B.7	Does the assessment task allow the potential for learners to demonstrate the highest defined standards (unless otherwise noted)? (In some maths courses, for example, the very complex operations required by an A may not be required in a specific assessment task, so the 'best' mark available on this task might be C or B on a specific criterion or standard element. If this is the case, is this clear to students?)		
B.8	The assessment task does <u>not</u> privilege any certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds.		

The method of self-evaluation here is the same as for Standard 1, but this time the focus is on your assessment record.

Self-evaluation PART 3: Standard 4

Course providers will ensure that accurate assessment records are maintained

Features of the Assessment Record/s		Yes (✓)	No (X)
1	Does the record identify the individual learner (e.g., full name)?		
2	Are the assessment tasks noted/listed by title/name of task?		
3	Are assessments dated? (This is important so that the end points of assessment can be clearly identified.)		
4	Are the criterion/ia assessed clearly noted? If more than one criterion has been assessed by the task, are there individual assessment judgements noted for each criterion?		
5	Does the assessment record note the relative weighting/significance of the assessment task to the overall assessment of relevant criteria noted?		
6	Is a <i>final assessment rubric</i> (see below) articulated with the assessment record? Is it clear and easy to follow?		
7	Is the assessment record backed-up in case of loss of the original?		

Explainer: 'What is a final assessment rubric?'

During the year a student will receive a variety of marks/ratings (such as C+, B-, 78%, 5/10) recording achievement against each of the course's criteria. At the end of the year a single rating (such as A, B, C, t or z) is reported to TASC for each criterion. The final assessment rubric is an articulation of the rules or factors used to derive that single, final rating for each criterion, from the various marks recorded. Articulation of these 'rules' is important because it:

- removes single-person dependence (what if the teacher was away when final ratings were due? Would someone else be able to derive final ratings as the teacher intended?)
- ensures consistency, accountability, and transparency (the same 'rules' apply to all students in the class).

While final assessment rubrics will differ between courses, and may differ between different classes of the same course (if different assessment tasks are completed), there are some common principles:

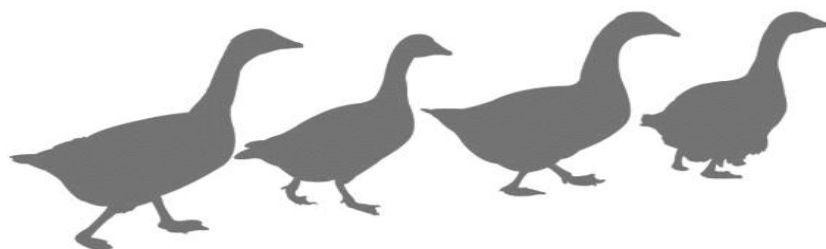
- end-points in learning. Assessments done later in the course are typically more important (carry more weight/significance) when determining a final rating than assessments done earlier. Achievement in a criterion is **NOT** averaged to determine a final rating
- consistency of demonstrated achievement is considered (a single A in a sea of C's at the end of a course does not necessarily mean a final rating of A)
- the relative weighting/significance of an individual task to the final assessment of that criterion is considered (achievement of an A on a minor test does not carry the same significance as a C- on a major, 4 week project)
- course Work Requirement may be more significant than teacher-selected tasks.

There is no prescribed way to articulate a final assessment rubric. What is important is *clarity*: ask yourself, "Do my records and systems have enough clarity and detail that – based on the evidence of the assessment record and final assessment rubric – another person could make the same final rating determinations that I would?"



Now, lets do a cross-check of the assessment plan/matrix, the selected assessment tasks, and the assessment record.

Self-evaluation PART 4: Standards 1, 3, and 4		
Cross-checking		
Features of the documentation:	Yes (✓)	No (X)
<ul style="list-style-type: none"> Assessment Matrix Example Assessment Tasks A & B Assessment Record 		
1	<p>Do the assessment task titles, criterion/ia assessed (and standard elements if applicable), and relative weightings in the assessment matrix <u>match</u> these noted features in the assessment record?</p> <p>(I.e., is there consistency between the top-level mapping and the record of achievement? Sample a few assessments tasks noted in the plan/matrix. Do their features (title etc) match those given in the assessment record?)</p>	
2	<p>Do the assessment task titles, criterion/ia assessed (and standard elements if applicable) and relative weightings in the assessment matrix <u>match</u> these noted features in the two selected assessment tasks (A & B having been used for this exercise only to differentiate them)?</p> <p>(I.e., is there consistency between the top-level mapping and the actual tasks given to learners? Do their features (their actual title etc) match those given in the assessment plan/matrix?)</p>	
3	<p>Are the sampled assessment tasks considered for Standard 3 noted in the assessment record? Is there a match between the record and the tasks regarding:</p> <ul style="list-style-type: none"> The actual title of the tasks? (A & B having been used for this exercise only to differentiate them) Criterion/ia to be assessed (and standard elements if appropriate) Relative weighting of tasks to final assessment? 	



Do my ducks line up?

WHAT NEXT?

1) What are the strengths of my assessment documentation (lots of 'Yes' ticks)?



2) What are the specific features I need to add to the documentation or what can be done to improve it? When should will this be actioned?(E.g., right away, to correct a major error? Prior to giving students their next assessment task?)

Document type (matrix/task/record)	Improvement	Timing/when

3) How, and with whom, will learnings from this self-evaluation be shared?



VERSION HISTORY

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