

ASSESSMENT

**in the English Classroom:
the intersection of theory and practice**

AATE/ALEA National Conference

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Acknowledgement of Country

I would like to acknowledge the Ngannuwal people, the traditional custodians of this land on which this meeting takes place and pay my respects to Elders past, present and emerging. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.

Grade: C-

Timmy, your thesis was good, but you did not back it up with evidence from the text. Let's meet to talk about ways of improving this paper.



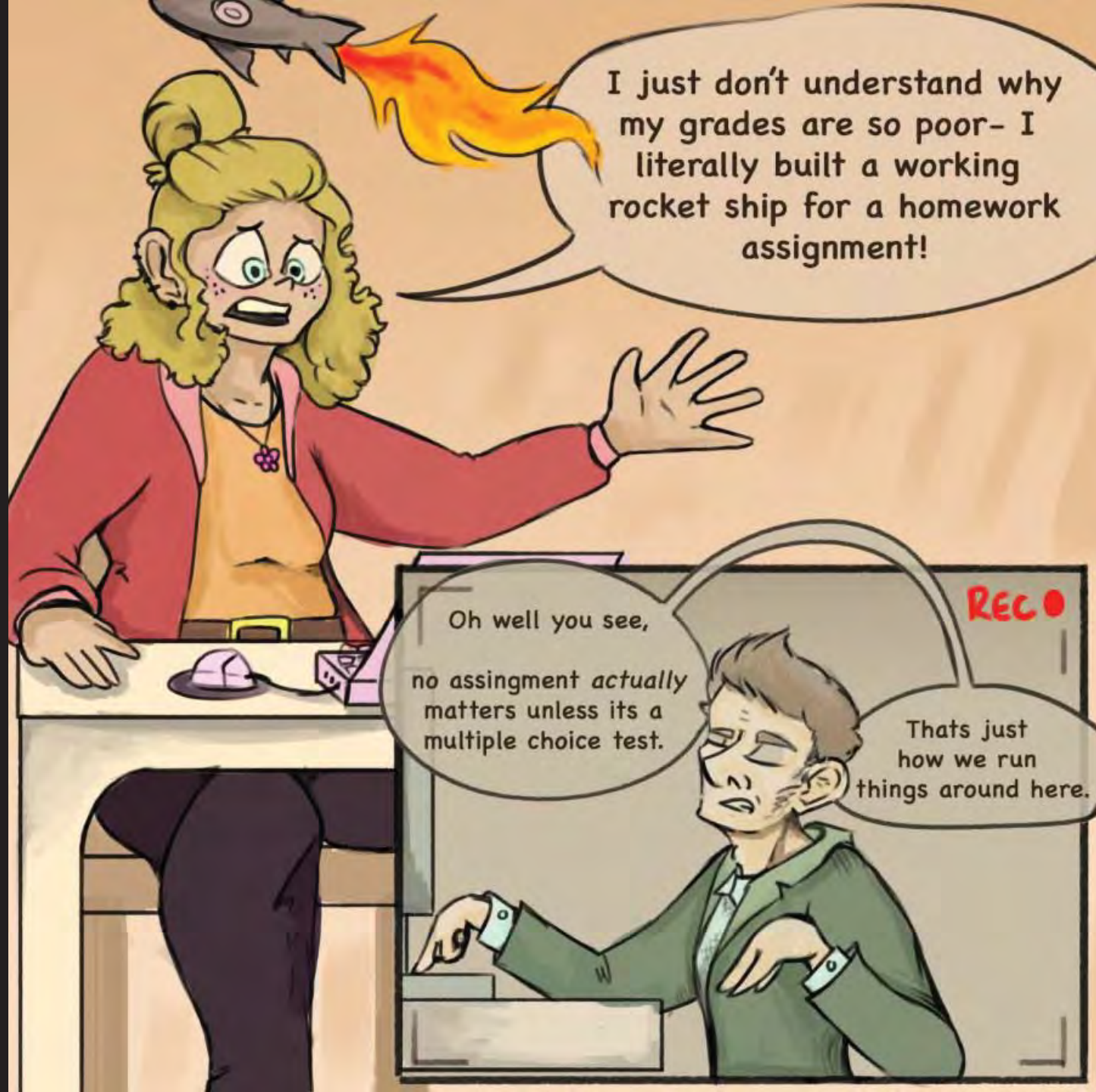
WHAT TEACHERS
WRITE

Grade: C-

Timmy, your thesis was good, but I don't like you. No matter how hard you work in this class, you'll never do well... because I don't like you.



WHAT STUDENTS
READ



I just don't understand why my grades are so poor- I literally built a working rocket ship for a homework assignment!

Oh well you see, no assingment *actually* matters unless its a multiple choice test.

Thats just how we run things around here.

Key terms in assessment

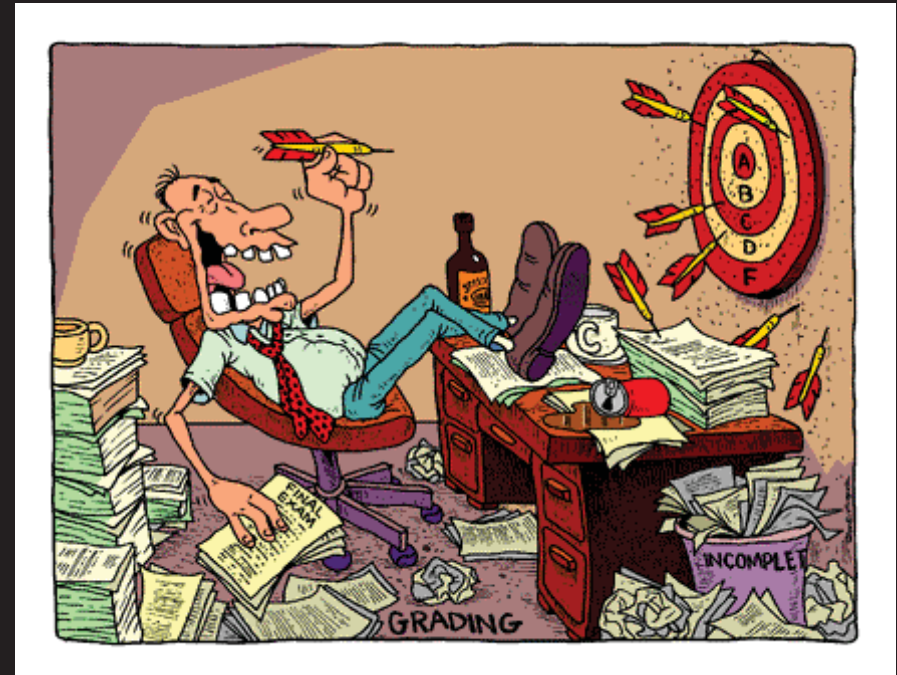
- Reliability – similar results under similar conditions
- Validity – questions if the assessment measures what it aims to measure (Messick, 1989)



The assessment context

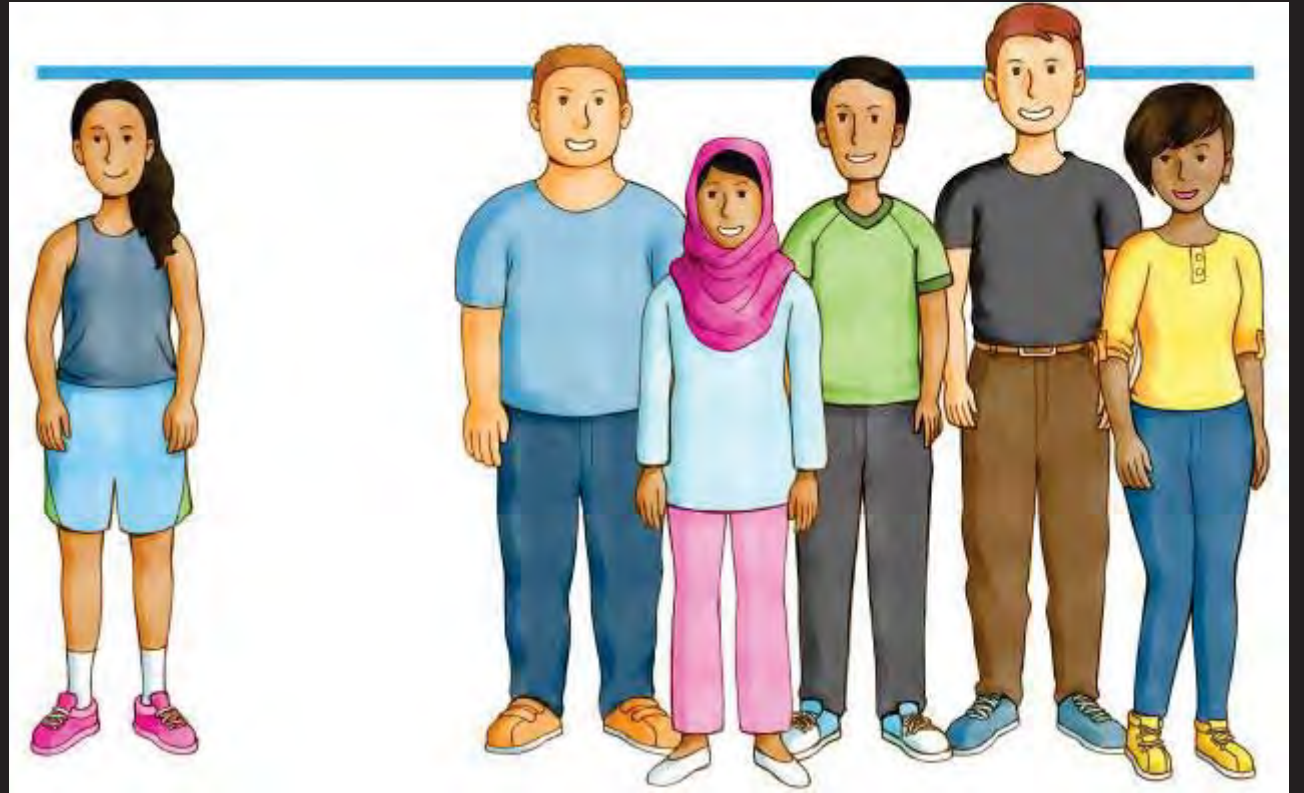
Evolution of different systems and theories for appraising student achievement.

- Norm-referencing
- Criterion-referencing
- Standards-referencing



Norm-referencing

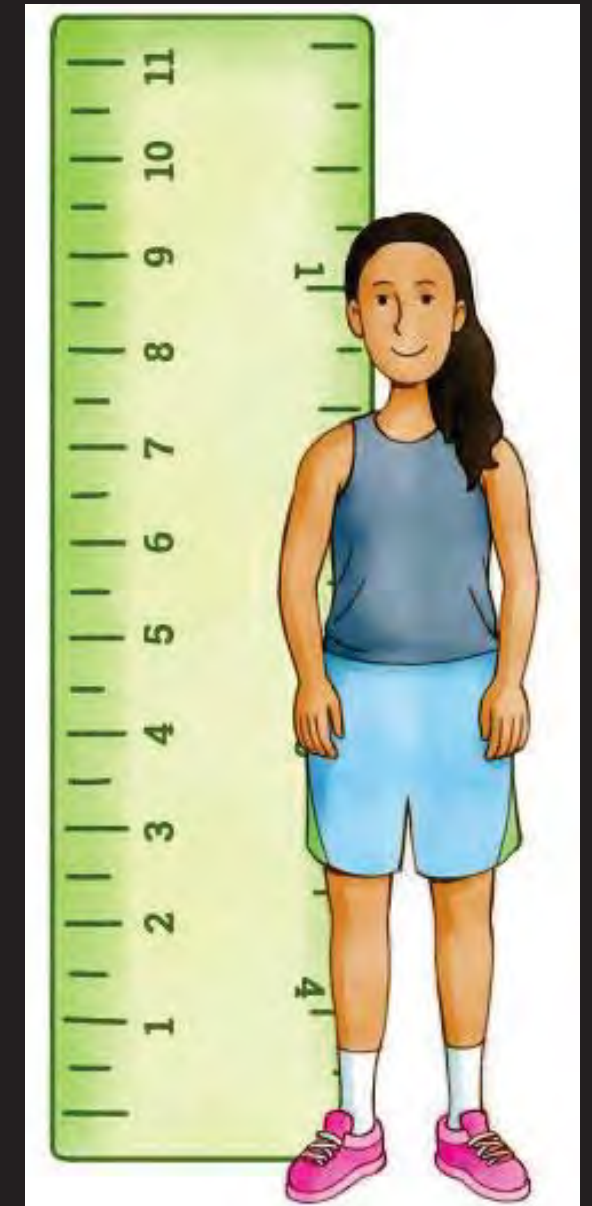
- Marks that are given meaning by referencing them to a comparative group.



Criterion-referencing

- Referencing students' results to specific criteria

Reflective Writing Marking Criteria – Stage 4 and 5 entry level					
	Level 1	Level 2	Level 3	Level 4	Marks
Text structure paragraphs sentences	Separate paragraphs not easily identifiable Elementary sentence structure	Some paragraphing evident Repetitive sentence beginnings	Contains three separate paragraphs More than one sentence beginning	Each separate paragraph has more than one sentence Range of sentence beginnings	1-13-4
Describe text or event	Lacks information about the text or event	Basic information about the text or event	Some information about the text or event	All relevant information clearly stated and correctly spelled	1-13-4
Discuss details, feelings, thoughts	Lacks reference to personal impact Attempts to refer to details of text or event	Simplistic reference to personal impact Limited textual details	More than one thought or feeling explored in general terms linked to textual details	Range of positive and negative ideas, thoughts and feelings explained through specific textual details and examples	1-13-4
Evaluate future learning strategies evaluation	Lacks reference to specific learning strategies Attempts to evaluate text or event	Simplistic reference to learning "will try harder" Simplistic evaluation; may rely on superlatives "amazing" "great"	Outlines some strategies "will write more" Some assessments of value or judgement	Discusses a range of specific strategies clearly linked to future learning "In my next essay, I will aim to include more stories" Clearly expressed evaluation using wide vocabulary	1-13-6
Effective language personal pronouns action and thinking verbs	Attempts to use personal pronouns Elementary vocabulary Limited or no use of verbs	Repetitive use of personal pronouns Repetitive vocabulary Some action and thinking verbs	One or more personal pronouns used with some variety Aims for wide vocabulary with some variety Some different action and thinking verbs	Wide range of personal pronouns correctly used Wide vocabulary skillfully used Use of many different action and thinking verbs	1-13-4



Standards-referencing

- Student achievement is referenced to predetermined descriptions of performance using learning outcomes (content descriptors) known as *achievement standards* OR *performance band descriptions*.



Why is knowing about these different systems important?

Because...

We operate in a standards-referencing system.

Curriculum and Performance Standards

Curriculum standards are the **outcomes and content descriptors** in each course's syllabus.

- What do students know?

Performance standards are **the levels of achievement.**

- How well do students know what they've learnt?
- How well can students perform particular skills?

Requirements of Standards- Referencing

The 'image' of a student and the developmental continuum

Aligning assessment tasks to course outcomes

Deconstructing outcomes and descriptors into clearly distinguishable performance levels

Social moderation during several stages of the construction of an assessment task and its accompanying marking guideline

Image and Marks

Marks are generally used to capture the 'image' of a student.

Marks do not mean anything on their own.

For example:

15

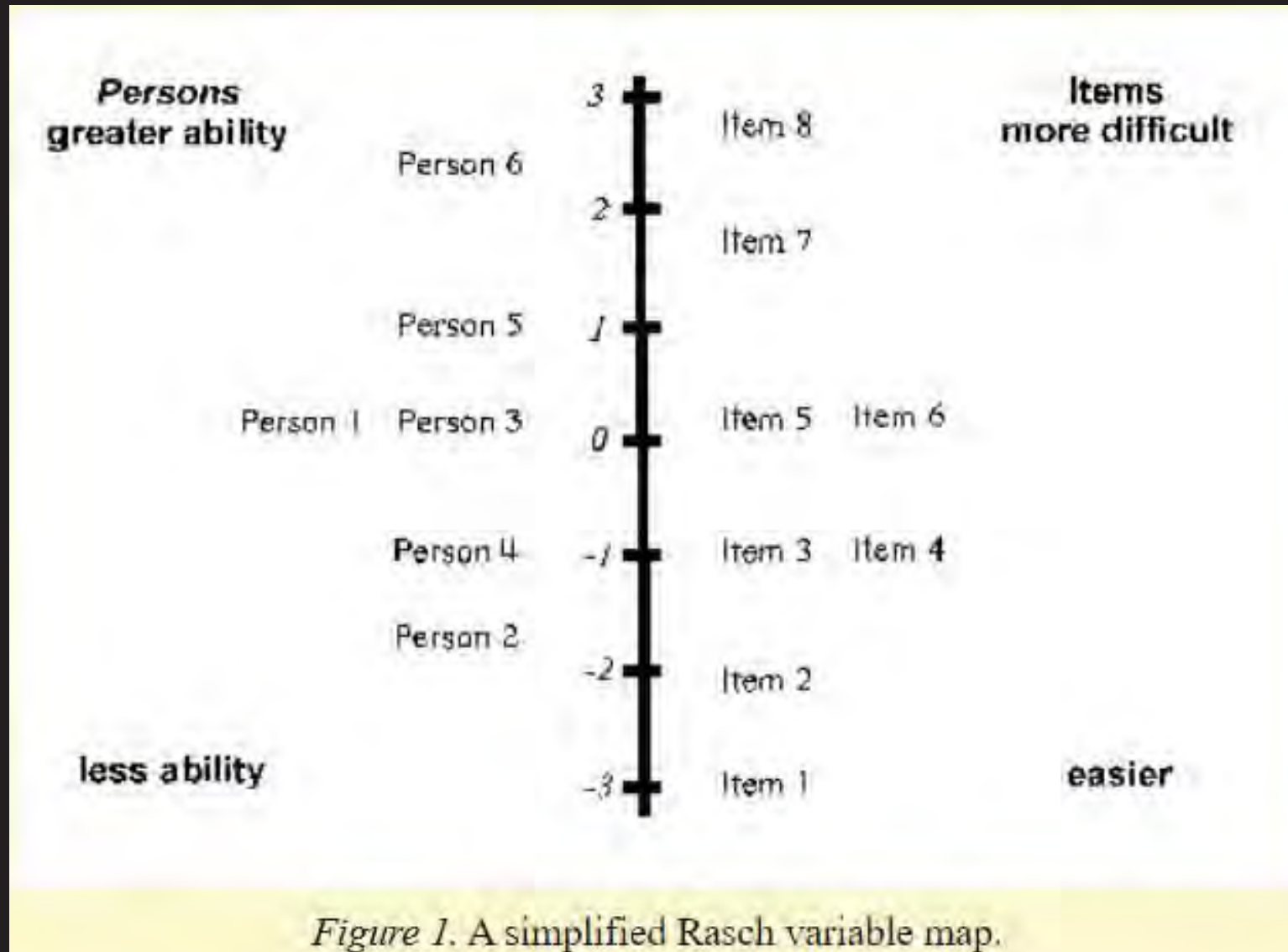
15/100?

15/20?

15/15?

Each of these scores indicate something different about how a student has performed.

Rasch Measurement Theory



Underpins the
developmental
continuum

Sick, J. 2008. Rasch
Measurement in Language
Education: Part 1, *Shiken: JALT
Testing & Evaluation SIG
Newsletter*. 12 (1), p.1-6.

Developmental Continuum

Example for kindergarten

Recognises
a few letters
of the alphabet

Can recite the
alphabet with
some errors

Matches
capitals with
little letters

Recognises
basic sight
words

Recognises
all the letters
of the alphabet

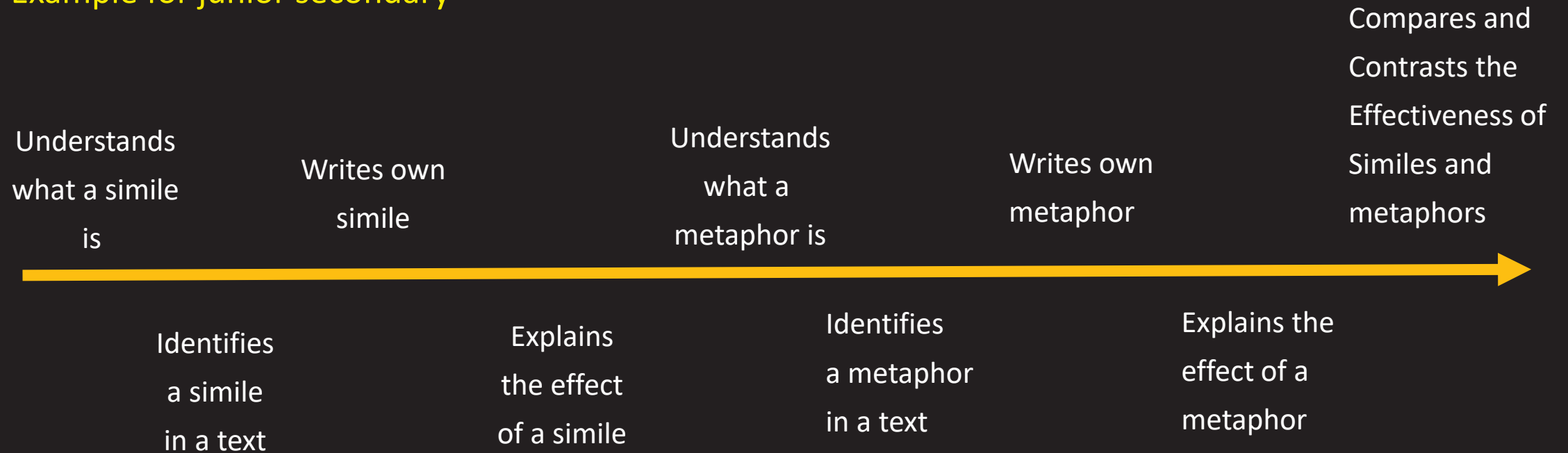
Can recite
the alphabet
correctly

Knows most
of the sounds
letters make

Sounds out
basic CVC
words

Developmental Continuum

Example for junior secondary



Year 7	Year 8	Year 9	Year 10
By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.	By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.	By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

ACARA v9 Achievement Standards

Achievement Standards for English T Courses – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	- critically analyses the relationship between context, purpose and audience and how they shape meaning - critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences - researches widely and independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity - evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references - reflects independently on their learning to extend and refine their thinking and approaches to learning	- analyses the relationship between context, purpose and audience and how they shape meaning - analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences - researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity - analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references - reflects on their learning to develop and refine their thinking and approaches to learning	- explains the relationship between context, purpose and audience to convey meaning - explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences - researches independently, explaining information for a range of purposes, applying the principles of academic integrity - explains arguments in a structured manner and selects relevant evidence, examples and/or textual references - reflects on their learning and adjusts their approach to thinking and learning	- describes context, purpose and audience with some reference to how meaning - describes how literary conventions, language and stylistic features are used for different audiences - researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity - describes ideas with some evidence or examples and/or textual references - reflects on their thinking with some adjustment to their learning	- identifies context, purpose and audience and makes some reference to meaning - identifies language or stylistic features with little or no reference to meaning and consideration of audience - researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques - identifies straightforward ideas with little or no use of evidence or examples and/or textual references - reflects on their thinking with little or no adjustment to their learning

Achievement Standards for English T Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	- critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects - critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences - evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts - researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity - evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references - reflects independently on their learning to extend and refine their thinking and approaches to learning	- analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects - analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences - analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts - researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity - analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references - reflects on their learning to develop and refine their thinking and approaches to learning	- explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects - explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences - explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts - researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity - explains arguments in a structured manner and selects relevant evidence, examples and/or textual references - reflects on their learning in order to adjust their approach to thinking and learning	- describes the relationships between context, purpose and audience with reference to meaning, attitudes and values - describes how literary conventions, language or stylistic features are used to position audiences - describes how personal, social and/or cultural perspectives are represented in texts - researches information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing - describes ideas with some evidence or examples and/or textual references - reflects on their thinking with some adjustment to their learning	- identifies aspects of context, purpose and audience and makes some reference to meaning - identifies language and stylistic features used and makes some reference to meaning - identifies how personal, social and/or cultural perspectives are used in texts - researches and relays information and attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique - identifies straightforward ideas with little or no use of evidence or examples and/or textual references - reflects on their thinking with little or no adjustment to their learning

- Band 6
- demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts
 - displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts
 - presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail
 - composes imaginatively, interpretively, critically and reflectively with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
- Band 5
- demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts
 - displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts
 - presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail
 - composes imaginatively, interpretively, critically and reflectively with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values

VCE Literature: Performance descriptors

Literature SCHOOL-ASSESSED COURSEWORK

Performance descriptors

	DESCRIPTOR: typical performance in each range					
	Key skills	Very low	Low	Medium	High	Very high
	Explore the ways key passages reveal developments in the text and how they relate to the <u>text as a whole</u> .	Recounts where a passage occurs in a text.	Describes the context of the passages in connection with the <u>text as a whole</u> .	Engages with a key development referred to in the passages and makes connections to relevant events or ideas elsewhere in the text.	Explains the passages in relation to relevant developments and ideas important to the <u>text as a whole</u> .	Critically examines the significance of the passages in relation to key and relevant developments and ideas important to the <u>text as a whole</u> .
	Embed an understanding of the text's context, <u>views</u> and values in the interpretation.	Refers to characters and concerns in the text.	Describes characters and concerns in the text considering the passages.	Engages with ideas and views presented in the text in consideration of the passages.	Explores the ideas, views and values presented in the text, connecting directly with the passages.	Critically examines the ideas, views and values presented in the text through a complex engagement with the passages.
	Analyse the nuances of literary forms, features and language by considering their diverse effects and meanings and consider the effects and meanings developed in the selected passages in relation to an interpretation of the <u>text as a whole</u> .	Refers to aspects of forms, features and language and describes events, concerns and/or characters in the text, connects to some ideas.	Provides connections between forms, features and language, and ideas in the text and identifies an idea to connect the passages and explore textual elements they have in common.	Uses suitable examples of form, features and language to explore ideas from the text and provides an interpretation of the ideas of the text through selected passages.	Examines relevant examples of form, features and language to explore the ideas from the text and creates a cohesive and sound interpretation of the whole text through a detailed analysis of selected passages.	Explores the interplay between form, features and language, and meaning in the text and composes a cohesive and plausible interpretation of the whole text through a detailed and responsive analysis of selected passages.

Unit 4 Outcome 2

Analyse literary forms, features and language to present a coherent view of a whole text.

Strand: Language

Sub-strand: Language for interacting with others

Achievement Standards	Content Descriptions	Content Elaborations
By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. They read, <u>view</u> and comprehend a range of texts created to inform, influence and engage audiences.	AC9E10LA01 understand how language can have inclusive and exclusive social effects, and can empower or disempower people	identifying language that seeks to align the listener or reader; for example, “of course”, “obviously”, “as you can imagine”
		identifying the use of first person (“I”, “we”) and second person (“you”) pronouns to distance or involve the audience
		identifying language used to reference or indicate shared assumptions
		identifying language that appeals to shared cultural knowledge, <u>values</u> and beliefs
		identifying examples of language that are inclusive or marginalising

Developmental Continuum LITERATURE

Sub-strand: Examining Literature

ACARA v9 Content Descriptors (Learning Outcomes)

Year 3	Year 4	Year 5	Year 6
AC9E3LE03 discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative	AC9E4LE03 discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E5LE03 recognise that the point of view in a literary text influence how readers interpret and respond to events and characters	AC9E6LE03 identify and explain characteristics that define an author's individual style

Developmental Continuum LANGUAGE

Sub-strand: Language for interacting with others
ACARA v9 Content Descriptors (Learning Outcomes)

Year 7	Year 8	Year 9	Year 10
AC9E7LA01 understand how language expresses and creates personal and social <u>identities</u>	AC9E8LA01 recognise how language shapes relationships and roles	AC9E9LA01 recognise how language empowers <u>relationships</u> and roles	AC9E10LA01 understand how language can have inclusive and exclusive social effects, and can empower or disempower people

Developmental Continuum

NESA Outcome: Reading, Viewing and Listening to texts

Stage 4 (Years 7 & 8)	Stage 5 (Years 9 & 10)
EN4-RVL-01 Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction	EN5-RVL-01 Uses a range of personal, creative and critical strategies to interpret complex texts
Content: Reading, Viewing & Listening Skills • Apply reading pathways to determine form, purpose and meaning	Content: Reading, Viewing & Listening Skills • Apply reading pathways appropriate to form, purpose and meaning, and connect ideas with and between texts



*The quality of a question is
not judged by its complexity
but by the complexity of
thinking it provokes.*

Joseph O'Connor

Achievement Standards for English T Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>
Responding	- critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects - critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences - evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts - researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity - evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references - reflects independently on their learning to extend and refine their thinking and approaches to learning	- analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects - analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences - analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts - researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity - analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references - reflects on their learning to develop and refine their thinking and approaches to learning

Deconstruct the learning outcomes

Unit 1 Content Descriptions	
Analyse distinctive features in literary texts including:	What should students demonstrate? Examples of aspects teachers need to consider in preparing for an assessment:
how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005)	• What component pieces do students have to identify and articulate the interdependent relationship of to engage in ‘analysis’? • Exactly what ‘language features’ and ‘stylistic elements’ do students need to identify? What do we want them to say about them? What if they identify an aspect of meaning that we have not considered? • What ‘effects’ and ‘nuances’ do we want them to identify and connect?

EA12-1 A student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Learning Outcome EA12-1 Outcome Elaborations	What Should Students Demonstrate? Examples of Aspects Teachers Need to Consider to Assess the Outcome Elaborations
Evaluate the relationship between responder, composer, text and context	- Make a judgement and determine the value of the following independently or interdependently. Who determines and what is value? - How is “relationship” defined? - What aspects of the composer’s context must be discussed? What influence does this have on a text? - What aspects of the responder’s context must be discussed? What influence does this have on a text? How can the composer’s context and that of the responder be linked? - How have people responded over time to the composer and their text; has this changed in any way? If so, how and why?
Critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences	- Do students need to engage with critical theory as they make a judgement and determine value? If so, how much critical theory? Can they use it to form their own opinions and potentially disagree? Or do they need to be critical? - How are “aesthetic qualities of text” defined? Does this connect to “the power of language”? Do students need to examine the value placed on these texts due to form, structure, medium, specific literary devices? - Exactly what “personal ideas and experiences”? Do these need to be specified to students or are they implied?

ACARA v9 Content Descriptors LITERATURE

Sub-strand: Examining Literature

Year 3		Year 4	
AC9E3LE03 discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative	- Which language features? - Which types of illustrations? - How are language and illustrations combined? - Which settings and events? - How does this relate to mood?	AC9E4LE03 discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	- What makes a story 'engaging'? - How is character, setting and plot developed? - What is a 'plot tension' and why is this important?

Performance-Level Descriptions for Learning Outcome EA12-1 Elaboration: Evaluate the Relationship Between Responder, Composer, Text, and Context

Identifies and clearly explains the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two, clearly explaining how each has influenced the student's evaluation.

Identifies and mostly explains the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two explaining how each has influenced the student's evaluation, although there are a few times when the explanation is unclear.

Identifies and attempts to explain some of the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two attempting to explain how each has influenced the student's evaluation, although there are often times when the explanation is unclear.

Identifies and attempts to explain some of the positives or negatives of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two attempting to explain how each has influenced a simplistic evaluation.

Identifies and attempts to explain some of the positives or negatives of the composer's or responder's contexts in relation to the text, making a simplistic evaluation.

Identifies, without explaining, a few positives or negatives of the composer's or responder's contexts in relation to the text but does not make an evaluation.

Incorrectly identifies any positives or negatives of the composer's or responder's contexts in relation to the text and does not make an evaluation.



Response consists of a philosophical thesis statement in its identification and extensive analysis of the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two, clearly explaining how each has influenced the student's evaluation. The student has engaged in an in-depth textual analysis of a wide variety of literary and structural devices of the multiple pieces of textual evidence and quotes that the student has selected to consistently support the arguments made, reinforcing the overarching thesis.

Response consists of a thesis statement in its identification of the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two explaining how each has influenced the student's evaluation, although there are a few times when the explanation is unclear. The student has engaged in an in-depth textual analysis of a variety of literary and structural devices of the multiple pieces of textual evidence and quotes that the student has selected to consistently support the arguments made, reinforcing the overarching thesis.

Response consists of arguments that lack an overarching thesis but explains some of the positives and negatives of each of the composer's and responder's contexts in relation to the text, by comparing and contrasting changes between the two. Response attempts to explain how each context has influenced the student's evaluation, although at times the explanation is unclear. Arguments are supported through textual analysis of literary and/or structural devices of multiple pieces of textual evidence and quotes.

Additional performance-level descriptions can occur here according to teachers' ability to differentiate performance.

Response identifies and vaguely explains all aspects of responder, composer, text, and context and attempts to make a simplistic evaluation that is either positive or negative but does not clearly explain the link to the evaluation. The textual evidence at times supports the arguments being made although is sometimes misunderstood. There is a vague connection between the textual evidence and the attempts at textual analysis of literary and/or structural devices which can occasionally be descriptive.

Response vaguely identifies elements of the responder, composer, text, or context by describing the text with vague references to literary and/or structural devices that may be inappropriately used. Response does not consist of an evaluation.

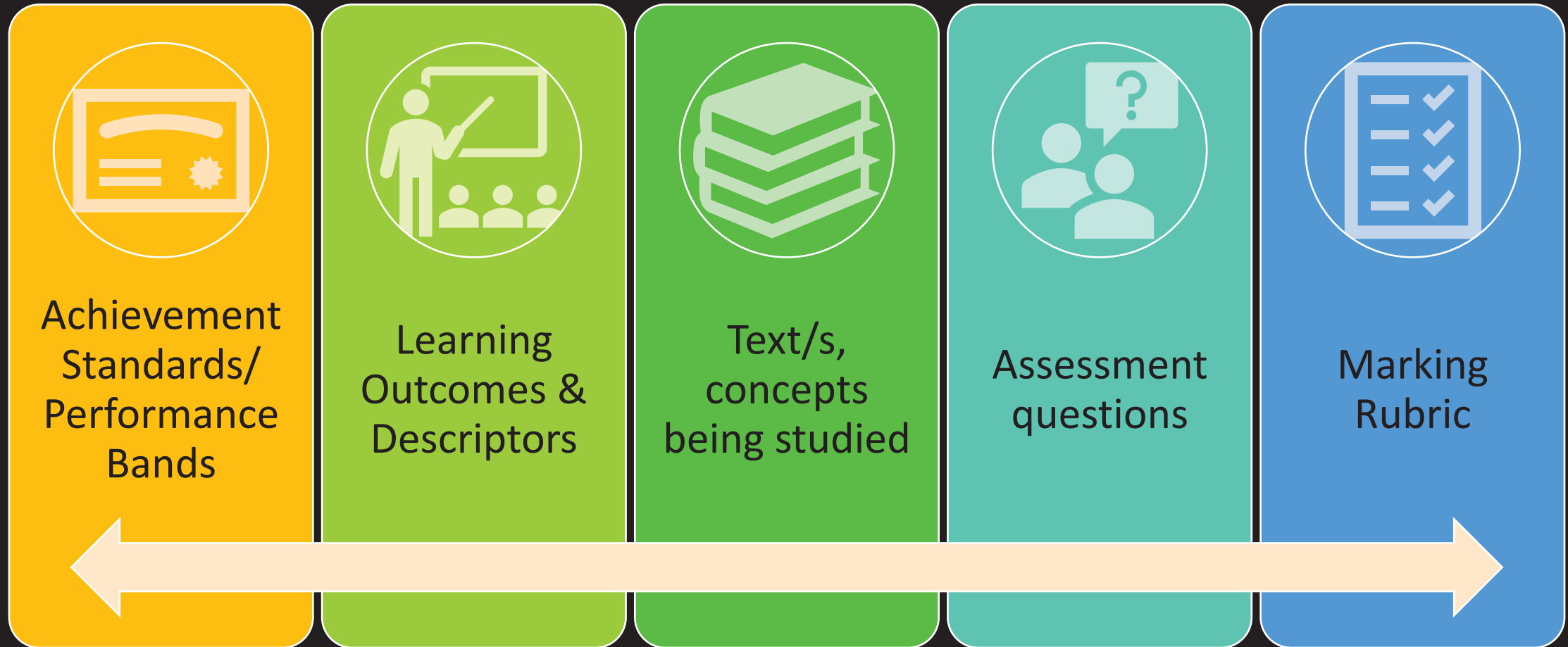
Response attempts to identify 1-2 elements of either the responder, composer, text, or context by describing the text with no reference to literary and/or structural devices. Response does not consist of an evaluation.

Response attempts to identify most elements of the responder, composer, text, or context by describing the text with no reference to literary and/or structural devices. Response does not consist of an evaluation.

Response does not demonstrate enough evidence.

Why is it important to deconstruct achievement/performance standards and content descriptors (learning outcomes)?

How do you align it all?



Learning Outcome (From the Syllabus)	Outcome Elaborations (From the Syllabus)	Potential Question
EA12-3 A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	EA12-3 - Engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning - Explore and evaluate how mode, medium and form shape and inform responses to texts - Critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses - Support critical interpretations of texts through sustained argument and relevant detailed textual analysis	
EA12-5 A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments	EA12-5 - Evaluate the influence of the contexts of composers and responders on perspectives and ideas - Analyse how different language forms, features and structures can be used to represent different perspectives	Analyse and evaluate how language shapes the complexities in representing the human experience from different contexts
EA12-6 A student investigates and evaluates the relationships between texts	EA12-6 Analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes	
EA12-7 A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued	EA12-7 - Appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure - Evaluate the effect of context on shaping the social, moral and ethical perspectives in texts - Evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts	

Learning Outcome (From the Syllabus)	Outcome Elaborations (From the Syllabus)	Potential Question
EA12-1 A student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.	EA12-1 - Evaluate the relationship between responder, composer, text and context - Critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences - Critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning - Analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities - Develop a creative, informed and sustained interpretation of texts supported by close textual analysis	Analyse and evaluate how changes in language reflect different contexts and the complexities of shifting individual and collective morality in representing the human experience
EA12-3 A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	EA12-3 - Engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning - Explore and evaluate how mode, medium and form shape and inform responses to texts - Critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses - Support critical interpretations of texts through sustained argument and relevant detailed textual analysis	
EA12-4 A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts	EA12-4 - Evaluate how changing context and values can influence how texts are composed and interpreted - Explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes	

Developing the question

- Do the verbs in questions correspond to the types of thinking you want to assess?
- Student output is vital for alignment to the achievement standards
- Questions operate as a developmental continuum from lower-order to higher-order thinking skills.

Example – *Hamlet*

To what extent does Hamlet's use of iambic pentameter reflect his state of mind?

Explore the effectiveness of Shakespeare's use of comedy in *Hamlet* and how it contributes to the overall action of the play.

Examine the significance of the setting of Denmark to *Hamlet*.

To what extent is Hamlet a victim of his own tragedy?

Marking rubrics – Analytic/Holistic

- Pollitt et al. (2008) found that marking rubrics were often inadequate because they provided minimal assistance to markers, and there was a mismatch between the question and the way marks were awarded in the marking rubric.
- Criteria and concepts can be interpreted differently (Sadler, 2010; Whittington, 1999).
- For Sadler (1987, 2014) this is because linguistically defined achievement standards can be 'fuzzy' and 'are elastic in their interpretation' (Sadler, 2014, p.275).

Analytic rubrics

- Useful for diagnostic purposes
- Links to criterion-referencing
- Criteria should function interdependently not separately
- Threat to validity due to a matrix design where “there is typically no underlying developmental or learning theory that justifies having the same number of qualitative gradations across criteria” (Humphry & Heldsinger, 2014, p. 253).

CRITERIA				MARKS
Thesis Statement	Arguments in Support of Thesis	Textual Evidence and Quotes	Close Textual Analysis	
			Close textual analysis of a wide variety of literary and structural devices clearly explaining how each of these has been used	5
Response consists of a philosophical thesis statement		Multiple pieces of textual evidence and quotes that have been consistently used correctly	Close textual analysis of a variety of literary and possibly structural devices and has explained how most of these have been used	4
Response consists of a thesis statement	Arguments clearly and consistently support thesis made	Multiple pieces of textual evidence and quotes that have mostly been used correctly	Some textual analysis of literary and possibly structural devices, although it is often vague and descriptive	3
Response consists of a vague thesis statement	Some arguments support thesis made	Few pieces of textual evidence and quotes that have at times been misunderstood	Minimal textual analysis of literary and possibly structural devices, although it is primarily vague and largely descriptive	2
Response does not consist of a thesis statement	Arguments do not support thesis made	No textual evidence or quotes OR the textual evidence or quote has been consistently misunderstood and used incorrectly	No textual analysis OR definitions of literary devices	1
Not enough evidence	Not enough evidence	Not enough evidence	Not enough evidence	0

Holistic rubrics

- Descriptions of different achievement levels used for overall impressionistic marking
- Assumption is that feedback to students requires an analytic comment to discuss strengths and weaknesses of criteria used in evaluation of the response (Verhavert et al., 2019)
- Higher Order Thinking Skills are better captured

Section II

Question 2

Criteria	Marks
- Composes skilfully an engaging piece of imaginative writing that uses the given quotation within the response - Skilfully explores two different perspectives on discovery - Demonstrates skilful control of language and structure appropriate to audience, purpose, context and form	13–15
- Composes effectively an engaging piece of imaginative writing that uses the given quotation within the response - Effectively explores two different perspectives on discovery - Demonstrates effective control of language and structure appropriate to audience, purpose, context and form	10–12
- Composes a piece of imaginative writing that uses the given quotation within the response - Explores two different perspectives on discovery - Demonstrates adequate control of language and structure appropriate to audience, purpose, context and form	7–9
- Attempts to compose a piece of imaginative writing - Attempts to explore perspective(s) on discovery - Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and form	4–6
- Attempts to compose a response - Demonstrates elementary control of language	1–3

HSC English exam example

The following question was asked of both English (Standard) and English (Advanced) students in the HSC Examination in 2012 for the concept study of 'Belonging'.

Question 3 (15 marks)

An individual's perceptions of belonging evolve in response to the passage of time and interaction with their world.

In what ways is this view of belonging represented in your prescribed text and at least one other related text of your own choosing?

HSC English Holistic Marking Guideline

Criteria	Marks
• Explores skilfully the ways the prescribed text and at least one other related text represent the view that an individual's perceptions of belonging evolve in response to the passage of time and interaction with their world • Presents a skilful response with well-chosen detailed textual references from the prescribed text and at least one other related text • Composes a well-integrated response using language appropriate to audience, purpose and context	13–15
• Explores effectively the ways the prescribed text and at least one other related text represent the view that an individual's perceptions of belonging evolve in response to the passage of time and interaction with their world • Presents an effective response with aptly chosen textual references from the prescribed text and at least one other related text • Composes an effective response using language appropriate to audience, purpose and context	10–12

Language of the Marking Guideline

The language of the marking rubric is vague and needs to be deciphered before marking can occur.

For example:

Explore

Skilfully/effectively

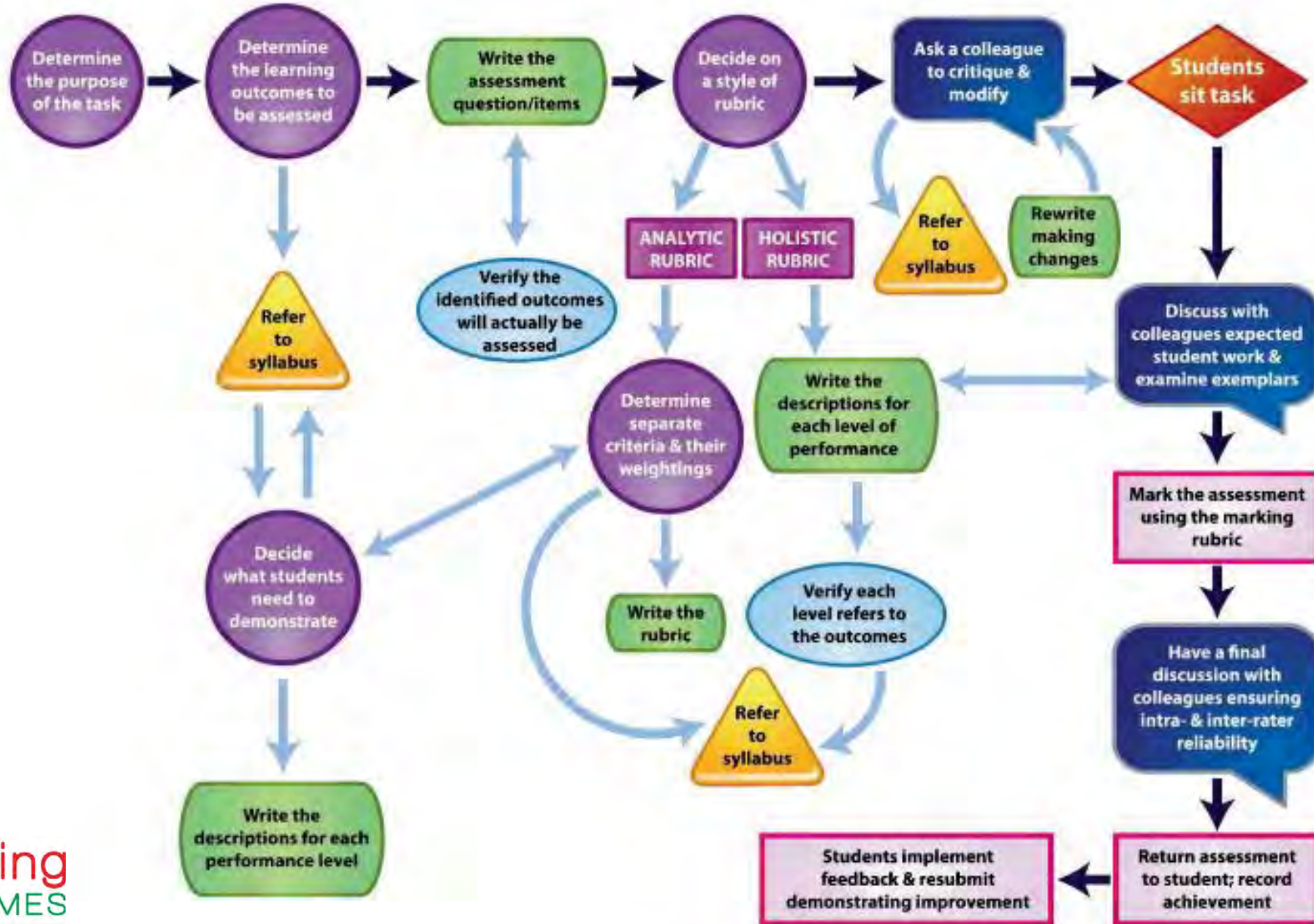
Well-chosen detailed textual references/aptly
chosen

What is the question asking?

The highest performance band rewritten

Discusses and evaluates how a person's perception of belonging and sense of self changes over time due to personal growth and reflection, (or) time, (or) age or relationships. **Must demonstrate thought engaging in philosophical ideas (such as concepts of the Self) by discussing ideas and applying them to the text and supports this view** with textual evidence and analysis through consideration of medium, form and visual/literary techniques from both texts in an equal manner. **Writing style must be logical and coherent** with appropriate use of language which is free from errors of expression.

Theoretical Assessment Process Model



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