



MARKING IN A STANDARDS-REFERENCING FRAMEWORK

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CONTEXT

- Standards-referencing = referencing student performance to predetermined descriptions of performance and adopted in NSW in 2001
- HSC examinations serve 2 purposes:
 1. Certify knowledge and skills
 2. Derive Australian Tertiary Admissions Rank (ATAR)
- Credibility of the system is dependent on forming the correct “image” of what students know and can do.
- Internal school-based assessment tasks are vital to achieve this.

KEY TERMS IN ASSESSMENT

- Reliability – similar results under similar conditions
- Validity – questions if the assessment measures what it aims to measure



Reliable
Not Valid



Low Validity
Low Reliability



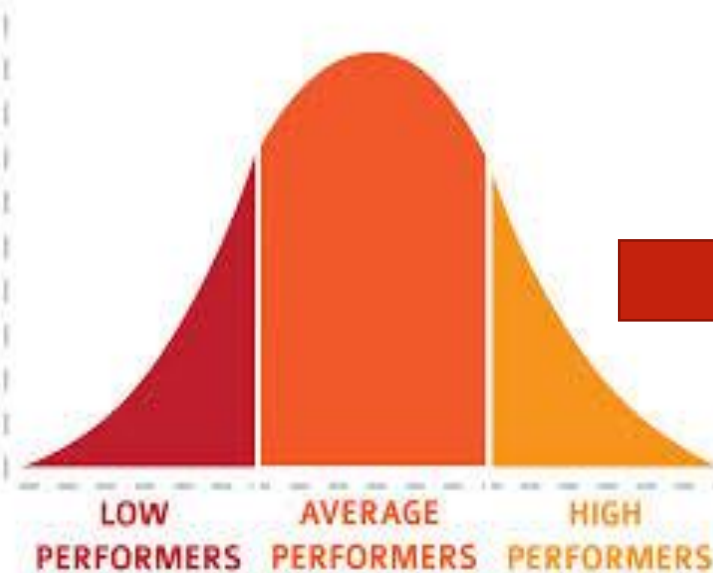
Not Reliable
Not Valid



Both Reliable
and Valid



THE PATH TO STANDARDS-REFERENCING

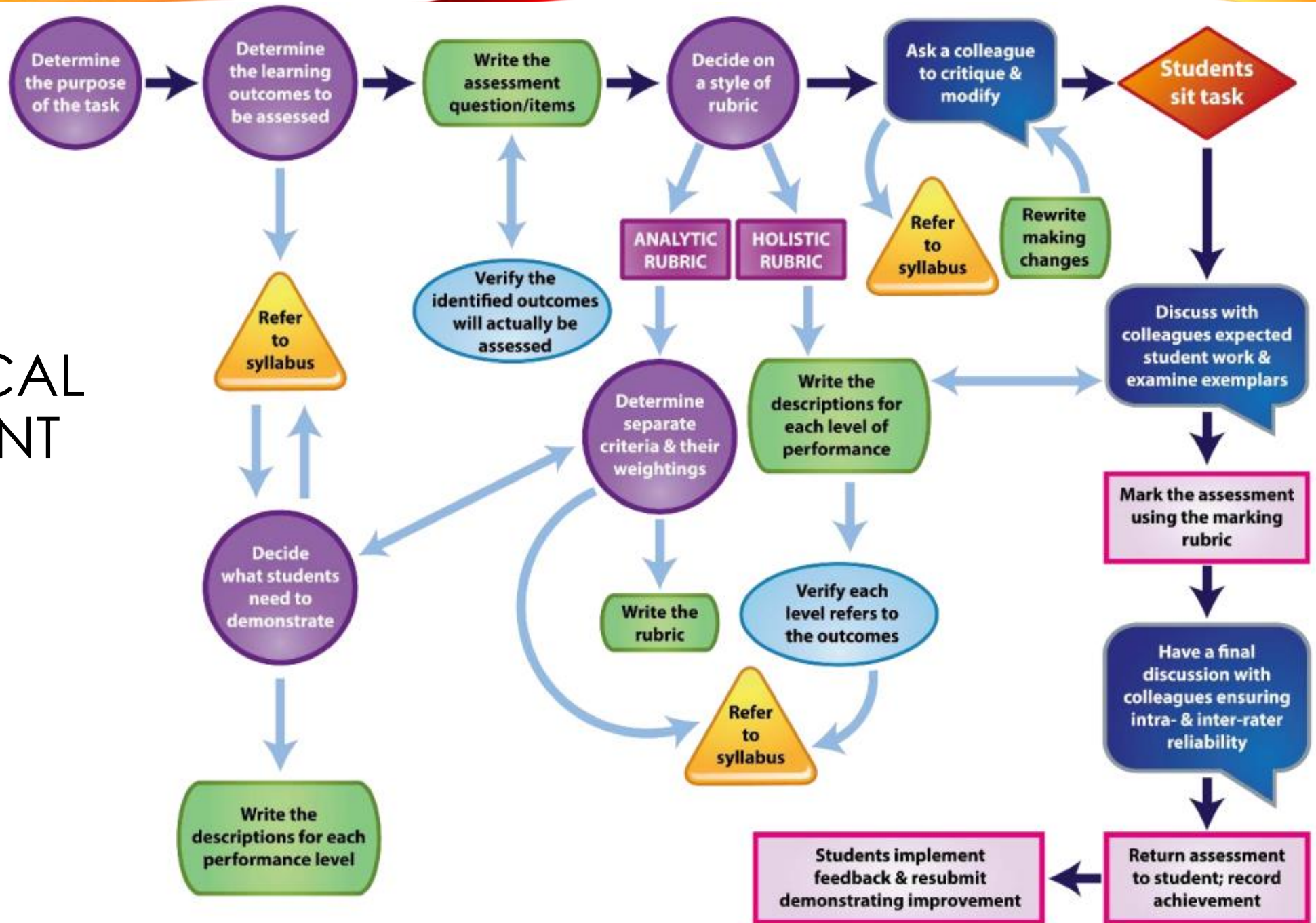




RESEARCH QUESTIONS

1. How *should* teachers create assessments and their marking rubrics to adhere to the requirements of a standards-referencing system, to recognise and address the threats to validity in a such a process, as demonstrated through its application in creating internal school-based HSC assessment tasks?
2. How *do* teachers currently create internal school-based HSC assessments tasks and marking rubrics in their standards-referencing system, and what are the threats to validity in such a process?
3. What are teachers' *perceptions* of their assessment practices relative to what they actually *do*?

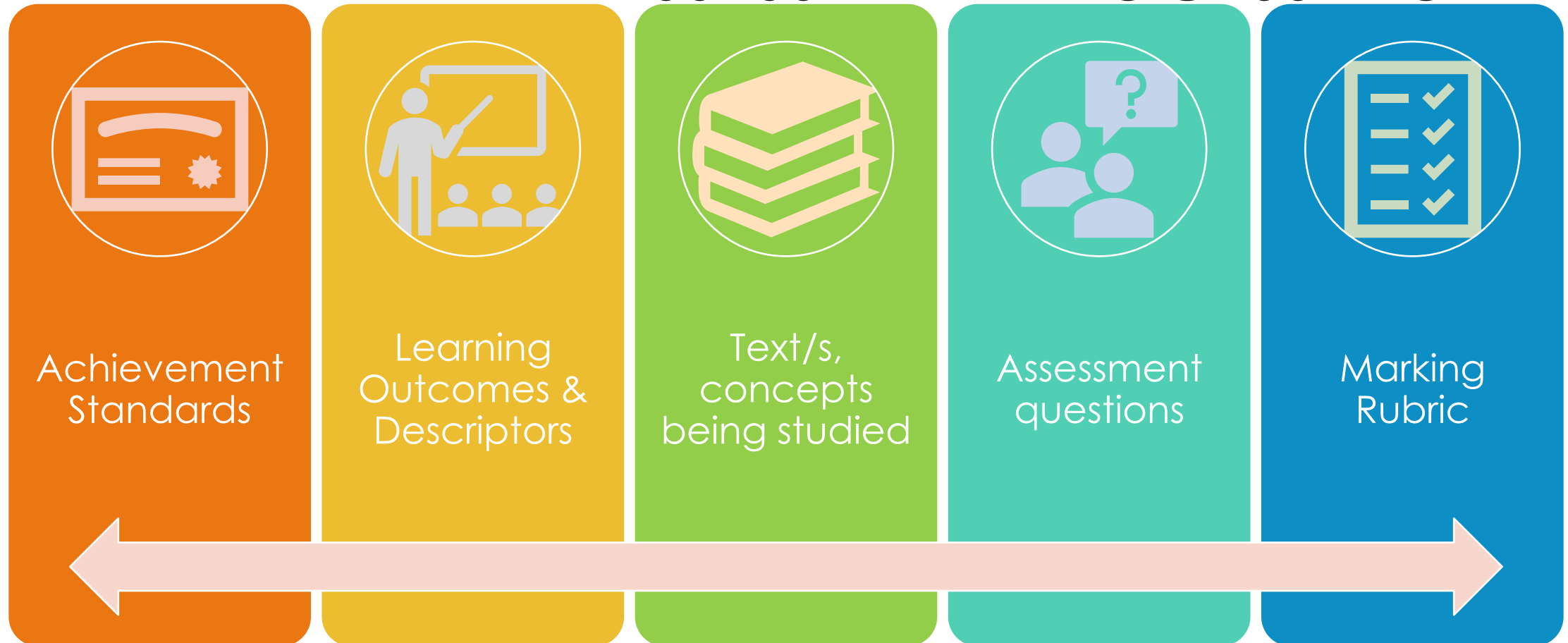
THEORETICAL ASSESSMENT PROCESS MODEL



1. Preparing to develop the assessment	1) Determining the purpose of the assessment 2) Determining the learning outcomes to be assessed
2. Planning of the test blueprint	1) Decide what students need to demonstrate 2) Identify the performance-level descriptions for learning outcomes and outcome elaborations
3. Developing the assessment (inc. the rubric)	1) Writing the assessment question to assess performance on the appropriate learning outcome 2) Writing the marking rubric (analytic/holistic) 3) Conducting a review of the assessment
4. Administering the assessment	
5. Marking the responses	1) Pilot marking of scripts 2) Marking against the rubric, providing additional comments to students
6. Evaluating the results and providing feedback	1) Teachers engaging in a final discussion with colleagues to review consistency in marking 2) Recording and returning the assessment results to students with accompanying feedback 3) Students having the option to resubmit the assessment to demonstrate improved achievement of the learning outcomes

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?

IMPORTANCE OF THE THEORETICAL ASSESSMENT PROCESS MODEL





METHODS

- Exploratory, mixed methods sequential design
- Qualitative data
 - Semi-structured interviews
 - 9 English teachers
 - High schools in Sydney and rural NSW
 - Assessment tasks and marking guidelines
- Quantitative data informed by qualitative data
 - 284 teachers



AIMS

1. Develops a Theoretical Assessment Process Model (the Model) that directs the creation and marking of internal school-based assessment tasks and marking rubrics in a standards-referencing system for teachers, which reduces threats to validity.
2. Aligns and revises the Model on the basis of data collection,
3. Identifies threats to the validity of students' results in current practices to identify needs and a path to effective standards-referencing assessment practices.



DISCUSSION OF RESULTS

- Beliefs and practices that were both consistent and inconsistent with the different stages and substages of the Model.
- Areas of partial adherence to the Model.
- Data indicated beliefs and practices that were consistent with the Model but unable to be triangulated.
- Beliefs and practices that were not part of the Model.
- Several threats to the validity of students' results:
 1. misalignment when preparing to develop the assessment,
 2. misalignment when planning the test blueprint, and
 3. task validity via question development and the development and use of marking rubrics.

RECOMMENDATIONS & AREAS FOR FURTHER RESEARCH

- Professional development through a dissemination and uptake of each of the different stages of the Theoretical Assessment Process Model.
- Ascertain the extent to which teachers can effectively implement the Model.
- Explore the extent to which teachers can understand and differentiate Higher Order Thinking Skills (HOTS)
- Examine how teachers use the evidence from students' assessments to monitor growth and improve student performance and how teachers write subsequent assessments to track student progress.
- Explore the extent to which students understand assessment notifications and tasks and triangulated with teachers' perceptions of that understanding.



SIGNIFICANCE OF THE STUDY

- The Theoretical Assessment Process Model is a practical blueprint serving at the intersection of theory and practice.
- The Model not only suggests best practices for each stage and substage but combines these distinct assessment practices into a functional relationship to formulate a complete assessment process for teachers.
- Reduce current threats to the validity of students' results, which arise when teachers create assessments.

THANK YOU

