



ETAQ May Masterclass 2019: Ready, set ... mark!

Session 2: QCAA Presents *Endorsement processes and procedures*



Acknowledgement of Country

Presenter

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Learning goals

This workshop will develop your understanding about

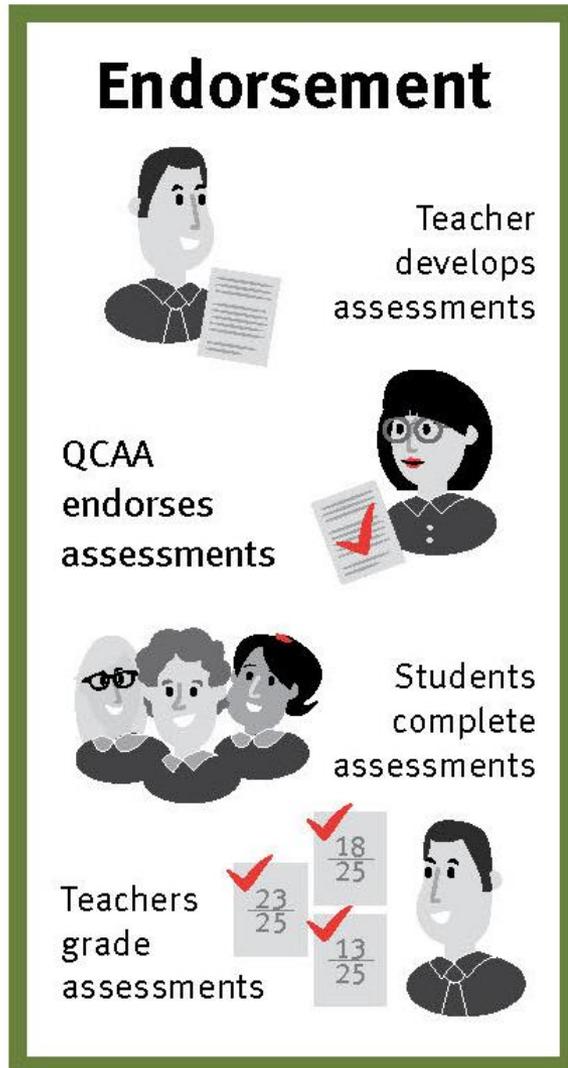
- school-based requirements for endorsement
- developing and quality assuring summative internal assessment instruments in the QCAA templates.

Success criteria

By the end of this workshop you will be able to

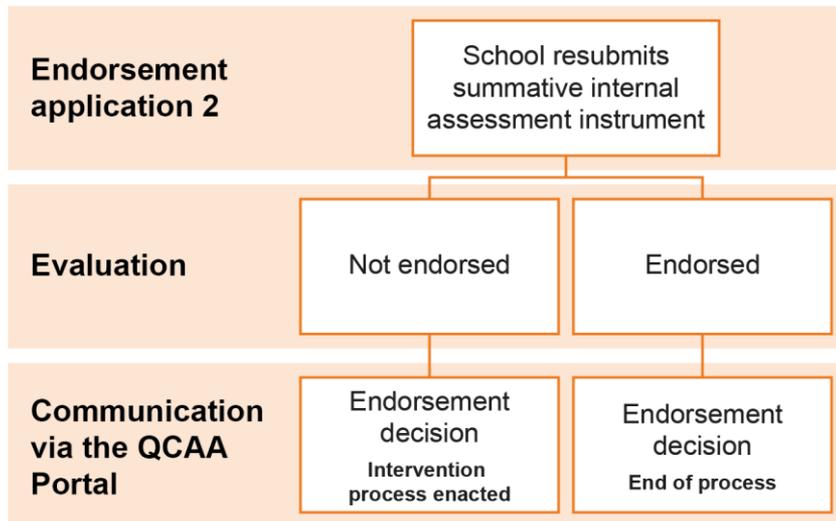
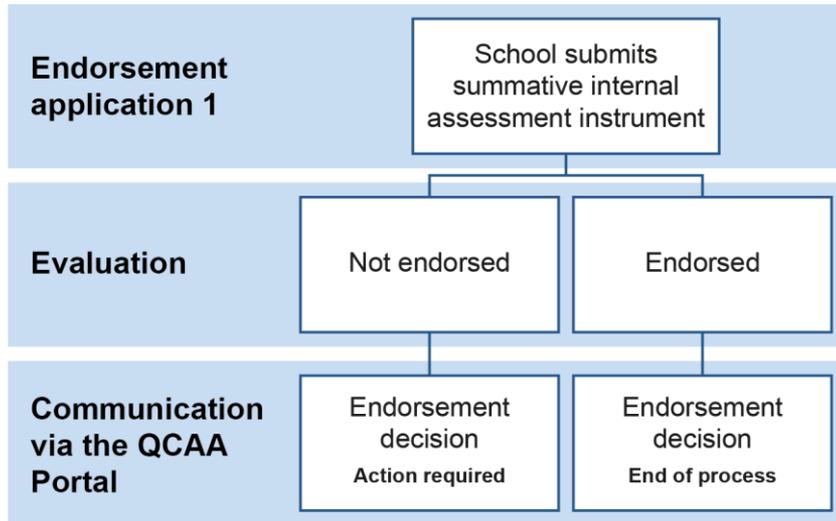
- describe the endorsement process
 - plan and begin to develop assessment instruments for your school.
-

Quality assurance process: endorsement



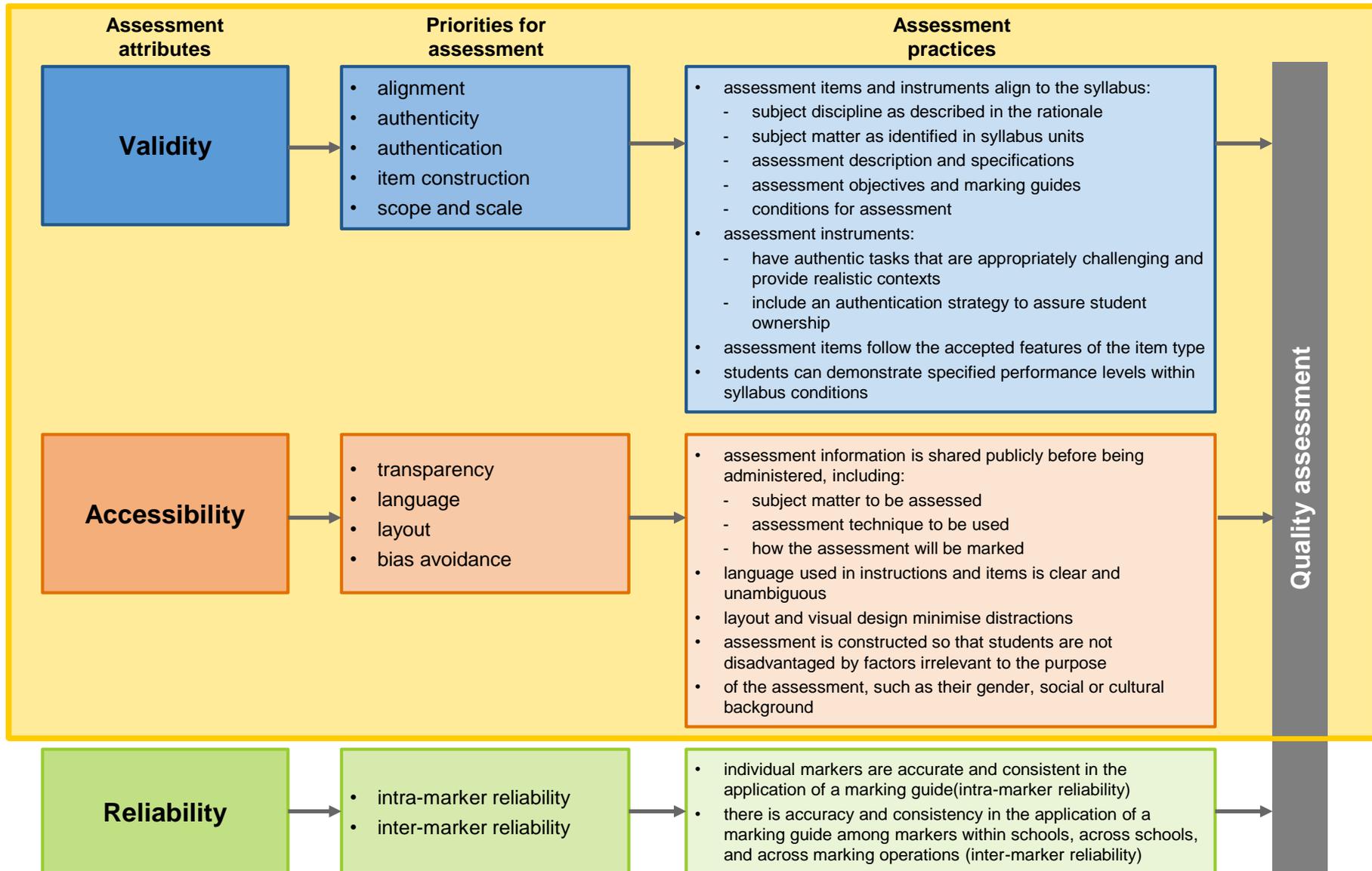
- Endorsement gives schools a framework that allows them to create and innovate assessment based on syllabus requirements, contextualised for their students.
- Assessment instruments for Units 3 and 4 for General syllabuses, Essential English and Essential Mathematics are endorsed
- Occurs before administration of the assessment instrument with students
- Endorsed instruments will have a “shelf life” of one year during implementation phase of endorsement.

Applying for endorsement of an assessment instrument



- Assessment instruments are developed and submitted using the provided templates in the endorsement application within the QCAA portal.
- Schools have two opportunities to have an assessment instrument endorsed.
- Resources are provided to help schools quality assure their instruments.

Attributes of quality assessment



Endorsement timelines 2019

Endorsement occurs twice a year

English, English as an Additional Language , English & Literature Extension Literature

Term 3, 2019	Term 1, 2020
First two instruments endorsed	Final instrument endorsed

Essential English

Term 3, 2019	Term 1, 2020
Instrument 1 endorsed	Instruments 3 & 4 endorsed

Supporting schools

Workshops

- Curriculum leader workshops 2018

Courses

- Professional learning courses 1, 2, 4

Resources

- Formative assessment templates
 - Online assessment templates
 - Quality assurance tools
 - Endorsement submission information
 - Sample assessment instruments
 - QCE and QCIA policies and procedures handbook
 - Syllabus
-

New: Online assessment templates

- Accessed through the endorsement app in the QCAA Portal
- Three online templates — two are used in the English suite of subjects
- Pre-populated conditions
- Help text to provide guidance about the required information
- Includes the ISMG and a space to record provisional marks
- Consistent look across instruments and subjects.



Endorsement

Extended response task

English

A1: Extended response — written response for a public audience

Due: 16/08/2019 (in 106 days)

Status: Draft

More actions ▾ Submit

Complete the assessment instrument and upload any required attachments.

Use the QA Tool to check that the assessment instrument meets the requirements for endorsement, then click 'Submit'.

Contributors

Comments

Print preview

Assessment

Attachments

QA tool and decisions

See version history

Cancel

Save and continue editing

Save

+ Conditions

+ Marking

- Extended response

Context *

← Asterisks show compulsory fields

Hide help text

Guidance

This section is used to position the assessment task.

The context description should be brief.

Suggested items to include are:

- purpose of the task
- information about the audience
- relevance of the instrument to the unit of work
- description of the problem or scenario that students will address when completing the task.

Examples

In this unit, you have studied ... with a particular focus on ...

The United Nations report, World Population Ageing 2015 stated that ...

Rich text editor toolbar with icons for Bold, Italic, Underline, Text color, Background color, Bulleted list, Numbered list, Indent, Outdent, Link, Unlink, Undo, Redo, and other editing functions.



Formatting options

Start typing

0

Extended response task

Task *

[Hide help text](#)

Guidance

- Clearly state what the student must do and the expected format of their response.
- Use bullet points where there are many steps, stages or parts to a solution.

Examples

Write an online literary essay analysing ...

To complete this task, you must:

- choose a poem that you have studied this term
- make a decision about the central idea ...

Start typing

Resources

[Hide help text](#)

Guidance

List any resources that will be available to the student.

Examples

- Video cameras are available for hire from the library.
- The ACME desktop publishing software is available in G drive to prepare your response.

Start typing

0

Extended response task

Checkpoints *

Guidance

Add each checkpoint separately. You will be able to change the order of the checkpoints using the arrow buttons. Checkpoints should:

- identify key stages that support the student to complete the task
- align with authentication strategies.

Authentication strategies *

Guidance

- Click 'Add authentication strategies' to select from the suggested authentication strategies.
- You will then be able to edit your chosen strategies and/or create your own.
- Refer to [Editing authentication strategies in the assessment template](#) for guidance.

Scaffolding

Guidance

Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.

- Scaffolding could include a diagram, flow chart or words.
- Refer to the syllabus for specific scaffolding requirements.

Examples

- Week 3 [date]: Identify an experiment to modify and develop a research question.
- Week 4 [date]: Submit the completed risk assessment form to your teacher.

← Add checkpoints as required, action and timeline

Examples

- All sources must be referenced. Refer to the school's in-text referencing style guide on the intranet.
- The response must be presented using an appropriate scientific genre (i.e. scientific report) and contain:
 - a research question
 - a rationale for the experiment ...
- In Design, a project involves students applying the explore and develop phases of the design process as shown in the figure below.

Extended response task

Authentication strategies

Select from the suggested authentication strategies. You will be able to edit or add new strategies later

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will ensure class cross-marking occurs.
- You will produce summaries during your response preparation.
- You will provide documentation of your progress at indicated checkpoints.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
- Your teacher will compare the responses of students who have worked together in groups.
- Responses will be submitted using plagiarism-detection software.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment task.
- You will each produce a unique response by ... [identify how this is achieved, e.g. selecting a unique topic or topic with teacher-defined limits [identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports ...]

Cancel Add strategies

- Authentication strategies are a compulsory field.
- Select and amend as appropriate
- See homepage for help guides

Endorsement help

Accessing the application

[Quick step — Allocating a subject to Editors and Approvers](#)

Creating and submitting assessments

[Quick step — Creating and submitting summative assessments for Endorsement](#)

[Factsheet — Editing authentication strategies in the assessment template](#)

Printing your assessment

[Quick step — Disabling the pop-up blocker in your browser](#)

Extended response examination

English
IA3: Examination — imaginative writing
Due: 31/01/2020 (in 274 days)

Time	2 hours + 15 minutes planning
Word limit	800–1000 words
Seen / unseen	Seen
Other	<ul style="list-style-type: none">● students to be given the specific task one week prior to the assessment● no access to teacher advice, guidance or feedback once the task is distributed● no notes allowed● to allow students to craft and refine an imaginative response, the assessment maybe completed over more than one session. Teachers collect all student work at the end of each session and return it at the beginning of the next supervised session. Students are to have no more than 2 hours working time and 15 minutes\planning time in total, and the supervised response must be completed within five consecutive school days.

Contributors

Assessment Attachments

+ Conditions

+ Marking

- Examination

Instructions *

i Guidance
Use bullet points if this section

Task *

i Guidance
• Clearly state what the student
• Use bullet points where the

Stimulus

i Guidance
• Stimulus items may be added here or as an attachment.

Quality assurance tool

— QA tool

Validity

Alignment

The assessment instrument gives students the opportunity to demonstrate their understanding of the subject matter for the unit and topics.

The assessment instrument gives students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG:

- use patterns and conventions of the chosen genre to achieve particular purposes in a specific context
- establish and maintain the role of the writer and relationship with an identified public audience
- analyse perspectives and representations of concepts, identities, times and places in two texts
- analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions
- analyse the effects of aesthetic features and stylistic devices in the two texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of a text for a public audience
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use written features, and complementary features if appropriate, to achieve particular purposes.

The assessment instrument addresses all assessment specifications.

This task requires students to:

- analyse a representation of a concept, identity, time or place in two different texts
- offer a perspective on the representations in the texts (such as the personal, social, historical, cultural or contemporary significance), and their connections to one another in a focused manner
- position the audience to think about the representations in the texts in particular ways through using generic conventions and a range of textual features
- add to ongoing, informed and public 'conversations' about representations in both literary texts and non-literary texts
- produce a written response for a public audience that may be suitable for print or online media publication, such as an article, blog, essay or column.

Stimulus items conform to syllabus specifications:

- two texts connected by the representation of a concept, identity, time or place
- one of the studied texts must be a literary text from the prescribed text list.

Scaffolding aligns with the specifications in the syllabus.

Authentication

Authentication strategies reflect QCAA guidelines for assuring student authorship.

Checkpoints are suitable for the task and align with the authentication strategies.

Authenticity

The assessment instrument allows for unique student responses, where appropriate.

The context relates to subject matter for the unit/topic and provides a clear overview and framework for the assessment task.

New: Endorsement submission information

Endorsement submission information

English syllabuses
April 2019

What is endorsement?

Endorsement is an annual quality assurance process applied to summative internal assessment instruments of all General syllabuses as well as Essential English and Essential Mathematics. It gives schools confidence that their assessment instruments demonstrate the attributes of quality assessment and provide valid opportunities for students to demonstrate what they know and can do. Endorsement builds teachers' capacity to develop quality assessment that is comparable across Queensland schools.

Summative assessment instruments from Units 3 and 4 must be endorsed by QCAA-trained endorers before they can be administered in schools. Schools submit the three summative internal assessment instruments and supporting documents via the QCAA Portal, according to the timelines provided in the senior education profile (SEP) calendar.

Note: This information has been created for use by schools in 2019.

Summative internal assessment instrument development

Schools develop summative internal assessment instruments for endorsement guided by the assessment specifications of the syllabus and their planned teaching and learning experiences.

Assessment instruments must be developed in the provided instrument-specific assessment templates in the Endorsement app, which can be accessed through the QCAA Portal.

The assessment templates include:

- space to include school details (visible only to the school)
- prepopulated conditions
- free-text sections to construct assessment items
- sections for authentication strategies, checkpoints and scaffolding for extended response tasks
- an attachments tab where schools can submit large stimulus items, audio and audiovisual files, or additional supporting materials, such as data or marking schemes, if required
- a PDF of the instrument-specific marking guide (ISMG) or standards matrix for the assessment instrument.

For Essential English, Essential Mathematics and all General syllabuses the practices described in the following sections are recommended for the development and submission of summative internal assessments.

Note: The information provided in the following sections is general advice. It should be read in conjunction with the assessment information from the relevant syllabus.

New: Endorsement submission information

Required fields in the assessment template

Each assessment template has required fields that must be populated with relevant information for each technique. These fields are indicated with a red asterisk * and include:

All techniques

- the task description or assessment items

Examinations

- instructions

Extended response tasks

- context
- authentication strategies
- checkpoints.

If any of the required fields is not completed, the Endorsement app will prevent submission of the assessment instrument.

Some syllabuses also require the addition of stimulus, marking schemes or indicative responses, which must be uploaded to the attachments tab.

The requirements for each assessment instrument in each syllabus are provided below.

Endorsement submission requirements

English 2019

Assessment technique	Submission items	Format	Maximum file size
IA1: Extended response — written response for a public audience	• assessment instrument	developed in the template	–
IA2: Extended response — persuasive spoken response	• assessment instrument	developed in the template	–
IA3: Examination — imaginative written response	• assessment instrument	developed in the template	–

English as an Additional Language 2019

Assessment technique	Submission items	Format	Maximum file size
IA1: Examination — analytical written response	• assessment instrument	developed in the template	–
IA2: Extended response — persuasive written response	• assessment instrument	developed in the template	–
IA3: Extended response — imaginative spoken/multimodal response	• assessment instrument	developed in the template	–

English & Literature Extension 2020

Assessment technique	Submission items	Format	Maximum file size
IA1: Extended response — reading and defence	• assessment instrument	developed in the template	–
IA2: Extended response — complex transformation and defence	• assessment instrument	developed in the template	–
IA3: Extended response — academic research paper	• assessment instrument	developed in the template	–

Essential English 2019

Assessment technique	Submission items	Format	Maximum file size
IA1: Extended response — spoken/signed response	• assessment instrument	developed in the template	–
IA3: Extended response — multimodal response	• assessment instrument	developed in the template	–
IA4: Extended response — written response	• assessment instrument	developed in the template	–

Literature 2019

Assessment technique	Submission items	Format	Maximum file size
IA1: Examination — analytical written response	• assessment instrument	developed in the template	–
IA2: Extended response	• assessment	developed in the	–

Resources



QCAA Portal login

Sign in name

Password

Cancel

Continue

Do you need to:

- [register for an account](#)
- [recover your forgotten password.](#)

If you already have an account, and are having trouble logging in, please email the Helpdesk at helpdesk@qcaa.qld.edu.au or phone (07) 3864 0278.

The QCAA Portal

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- Principal toolkit 2 - Exploring pedagogies for assessment**



Lead professional conversations to improve assessment practice and teaching at your school in preparation for the new QCE system.

[Principal toolkit 2](#) presents research-based resources that explore:

 - **the big picture:** school planning, practices, and procedures related to assessment
 - **teaching and learning:** teacher practices that support students in preparing for assessment.
- Strategies that check for understanding**



[Strategies that check for understanding](#) presents a series of tools to enhance classroom practices that support both learning and the introduction of the new senior assessment system.

In this series: learning goals, success criteria, hinge questions, all student response systems, self-reporting assessment apps and more.
- Draft QCE and QCIA policy and procedures handbook**

The [draft QCE and QCIA policy and procedures handbook](#) has been updated to coincide with the Principals Conference, 17–18 October 2017. The handbook will continue to be progressively updated in 2018. Feedback can be emailed to

Key Dates

Frequently Asked Questions

- Who do I contact for help?**

For login problems or to report a problem with the School Portal site, please contact the QCAA Help Desk at helpdesk@qcaa.qld.edu.au or phone (07) 3864 0278.

For enquiries regarding data quality (school performance/graphs), please contact the QCAA Principal Information Officer at pio@qcaa.qld.edu.au or phone (07) 3864 0245.
- Where can I find statistical information about Queensland schools?**

The QCAA manages a variety of statistical information as part of its activities. Go to [Statistics](#) for links to a range of data on enrolment and assessment outcomes.
- How do I submit VET forms?**

To help schools transition to using the School Portal to submit VET forms, user

March 2018

today < >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

The QCAA Portal



Syllabuses

[Contact QCAA](#) [Close](#)

QCAA College D (17)

Select syllabus ▼

English 2019 v1.5

[Resources](#)

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English 2019 v1.5

[Course overview](#)

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[Unit 3](#)

[Unit 4](#)

[Assessment](#)

Course overview

- [▶ Introduction](#)
- [▶ Teaching and learning](#)
- [Reporting standards](#)
- [Glossary](#)

Introduction

Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and

QCAA website: Endorsement FAQs

- Quality assurance

- Endorsement

■ Key dates

■ FAQs

■ Submitting internal assessment

+ Confirmation

+ QCAA assessors

QCAA website: Endorsement FAQs

Developing and submitting assessment instruments

When can schools start to develop assessment instruments for endorsement? ▼

Will there be an assessment bank for teachers and schools to use? ▼

Can a school submit the same internal assessment for endorsement as another school? ▼

Can schools submit QCAA sample assessments for endorsement? ▼

Can a school submit more than one assessment instrument for each internal assessment for General subjects for endorsement in 2019 ▼

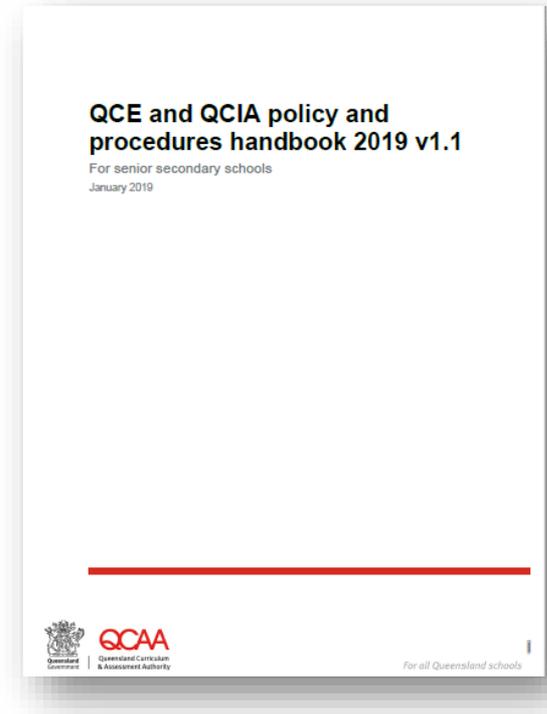
If a school has more than one campus, does it need to submit multiple assessment instruments for endorsement? ▼

Can a school amend an internal assessment instrument after it has been endorsed? ▼

What is the endorsement application in the QCAA Portal? ▼

QCE and QCIA policies and procedures handbook

- Authentication strategies
- Scaffolding
- Drafting and feedback
- School roles and responsibilities
- Procedures and processes for
 - endorsement Application 1&2
 - amending endorsed IAs
 - developing comparable instruments
 - reasonable adjustments for students with specific learning needs.



English FAQs

What if there are spelling errors on my task?

- Assessment must demonstrate accurate textual features including spelling. Schools need to ensure instruments are error free prior to submission.

Can my community of practice include teachers not at my school?

- This is a school decision. Consider assessment security.
 - The app does not allow sharing of assessment.
 - Schools must develop their own assessment instruments tailored to their students and learning experiences.
-

English FAQs

What do *scope* and *scale* mean?

- *Scope* refers to opportunity for students to demonstrate the depth of response required (is there opportunity for all performance levels, e.g. will the selected texts allow students to demonstrate discerning analysis of perspectives?)
- *Scale* refers to the parameters of the task; how many elements must be covered, e.g. requiring students to submit a reflective response in addition to their imaginative response for the IA3.

How long is an instrument endorsed?

- Until otherwise informed, each instrument must be endorsed each year, even if it has been endorsed before.
-