2017 Curriculum & Pedagogical Framework

Moranbah State High School
Tomorrow's Future Today
“Curriculum” is holistically defined as the organised or planned interaction of students with instructional content, materials, resources and processes for evaluating the attainment of educational goals and objectives. Moranbah State High School’s Curriculum Plan specifies the expectations for our school to deliver a quality curriculum that optimises learning for all students from Year 7 to 12. Our plan is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching.

The following curriculum plan details:

1. The Curriculum Plan & Pedagogical Framework “map” to inform professional practice
2. Data-informed practices at MSHS
3. Moranbah SHS “Curriculum Planning with Integrity” process
4. Individual Curriculum Plan (ICP) process
5. Marzano’s Art & Science of Teaching framework and components
6. Marzano’s Taxonomy of Educational Objectives
7. Assessment Policy & Special Consideration Process
8. Achieving comparability of assessment and standards

The Whole School Curriculum Plan and Pedagogical Framework Map is the key document in unpacking the process taken at Moranbah SHS to design and deliver curriculum. The central focus is student success with the exit qualities of “resilient, connected and career-ready” learners.

The enactment of this framework is underpinned by our shared core beliefs about teaching, learning and wellbeing and our student and teacher imperatives.

**Our shared core beliefs about teaching, learning and wellbeing:**
- Every student is capable of learning and improving
- Teachers have a significant responsibility for student learning
- Setting high expectations leads to success
- We all deserve to feel safe, respected and valued

**Our student imperatives:** Students must:
1. Have teachers they believe care for and support them
2. Believe the work they are requested to do is at their level
3. Have friends at school

**Our teacher imperatives:** Teachers must:
1. Be passionate about teaching
2. Build connections with every student and care
OUR VISION
Tomorrow’s Future Today

OUR CORE VALUES & BEHAVIOURS
We pledge to build a school community that teaches and upholds the values of “Respect, Responsibility, Resilience & Relationships”

Mind Matters C1 – Positive School Community

Mind Matters C2 – Student Skills for Resilience

Mind Matters C3 – Parents & Families

Mind Matters C4 – Support for students experiencing mental health difficulties

Our Students
Commitment to knowing our students data story

Our Curriculum
Delivery of the Australian Curriculum with the rigour and integrity that is intended (Design Question 10)

Our “Art” of Teaching
Building positive relationships with students through shared passion and high expectations (Design Question 5, 8 & 9)

Our “Science” of Teaching
Using research-based practice to develop students deep understanding of knowledge (Design Question 1, 2, 3 & 4)

Every Student Succeeding
(Resilient, Connected & Career Ready)

Our Routines
Establishing consistent adherence to school rules and procedures (Design Question 6 & 7)

Our Capability
Developing staff growth through quality professional learning

Moranbah State High School Whole School Curriculum Plan & Pedagogical Framework
At Moranbah SHS, we make a commitment to “knowing our students data story”.

**Our 9-Step Data & Differentiation Process**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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| 1 – COLLECT | Use the OneSchool Dashboard & your latest results (Extended R3 & R6)  
Consider your student’s Aus Identity and Multiple Intelligence profile (listed in the OneSchool dashboard)  
Consider student formative diagnostic assessments |
| 2 – INTERROGATE | Use a PMI to reflect on your results (see attached Data Reflection Sheets) |
| 3 – INFER | Sort through the data to identify the strengths and areas of need for your students |
| 4 – VERIFY | Use the data to group your students based on **Beginning, Core or Extension** |
| 5 – GOALS & TARGETS | Set targets for your students that are SMART – consider the Scope & Sequence statements from your curriculum  
Share targets with your students. Make time to discuss goal setting with your students using their OneNote “Results & Reflection” Workbook.  
Display your class performance data with targets on your classroom Data Wall |
| 6 – PLAN | Consider your students and match the learning experiences to the needs identified in the data  
Differentiation → Content, Process, Product, Learning Environment |
| 7 – IMPLEMENT | Create learning experiences that cater for individual differences |
| 8 – ASSESS | Revisit student goals through the assessment process  
Monitor progress and modify practice as required. |
| 9 - REFLECT | How well did your students perform? Was there measurable growth?  
Was the sequence of teaching and learning effective? Is further intervention required?  
Would the same processes be followed next time?  
How does this impact on your students’ goals and targets? |
A Note about Classroom Data Walls (adapted from *High Performance Schools*, Stebbins, & Kerr)
7-10 Curriculum Planning – MSHS Steps to ensure integrity

1. F.E.A.T
   Front End Assessment Task
   - Start with understanding the ACHIEVEMENT STANDARDS

2. UNPACK CONTENT DESCRIPTORS & ASSESSMENT TASK INTO KNOWLEDGE & SKILLS
   - KNOW (Declarative Knowledge)
     - A Level
       - What concept knowledge, literacy knowledge and general capabilities do students need, to excel in their assessment? What literacy knowledge will they need to speak or write cohesively?
   - DO (Procedural Knowledge)
     - What higher order thinking & levels of literacy are students demonstrating in their written or oral assessment? What are they required to do differently or as well as a "C" or "B" standard student?
   - C Level
     - What concept knowledge or literacy knowledge do students need to achieve a "C" in their assessment?
     - How is the student demonstrating their understanding & what does the assessment require them to do to achieve a "C" standard? What are the verbs in the criteria / descriptors that underpin the basic literacy required to pass their assessment?
   - List concepts from the CONTENT DESCRIPTORS & ASSESSMENT TASK into knowledge (Declarative Knowledge) and skills (procedural knowledge) moving from "C" to "A" level

3. UNIT OVERVIEW
   (Documented in OneSchool)
   Sequence the “Know” and “Do” objectives
   - Sequenced

4. CHECKPOINTS
   - Complete a 0-4 scale checkout each lesson to monitor student understanding of learning goal (knowing & doing)
   - DRAFTING OF SUMMATIVE TASK
     - Meaningful feedback in drafting phase that challenges student thinking and self-improvement

5. IMPROVED ASSESSMENT DATA / DATA REFLECTION
   With monitoring of standards

6. CONSIDER SEQUENCE
   - Include LITERACY REQUIREMENTS and general capabilities for students to be successful. Consult the literacy continuum to understand how a student should be responding
   - Ensure LESSONS are purposeful, clear and have intent. Utilise a variety of resources that are engaging for students.

7. IMPROVED ASSESSMENT DATA / DATA REFLECTION
   With monitoring of standards

8. F.E.A.T
   Front End Assessment Task
   - Start with understanding the ACHIEVEMENT STANDARDS

9. NEXT, CREATE YOUR MARKING GUIDE (which is your criteria sheet using the language from the QCAA STANDARDS ELABORATIONS)

10. CREATE YOUR ASSESSMENT TASK (considering the Attributes of Quality Tasks – that is, ensuring there is Intellectual Quality, Accessibility, Credibility & Authenticity)

11. WRITE AN ANNOTATED MODEL RESPONSE – that is, an A Standard Exemplar
Individual Curriculum Plans
Policy information from the P-12 Curriculum Framework

**An individual curriculum plan (ICP) is required when a student enrolled in Prep-10 is taught, assessed and reported in a lower, or higher, year-level of the P-10 Australian Curriculum than their age cohort – for the whole of a learning area/subject.**

- An ICP documents curriculum decisions about Australian Curriculum learning areas/subjects. The ICP is intended for students enrolled in P-10.
- An ICP is developed for the whole of a learning area/subject and is based on evidence that a student is not meeting the achievement standard in the learning area/subject.
- If the evidence shows that, for example, a student has significant difficulties with reading texts, this would not be sufficient evidence on which to base the decision to develop an ICP in any learning area/subject. It is a flag to be considered as part of the decision making. Similarly, a D or an E on a report card is another flag – but again is not enough evidence on its own.

Students who may need an ICP include those:
- identified with a disability (in accordance with the Disability Discrimination Act 1992)
- with learning difficulties
- who are gifted and talented

**For students enrolled in Year 11 and 12, an ICP is not required. They undertake a program of learning to attain a Senior Education Profile which includes either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).**

- This Senior Education Profile – QCE or QCIA – is the documentation required for Senior Secondary students. An ICP is not required.

**An ICP is always required for students taught, assessed and reported through a highly individualised curriculum – that is those students with disability working on the extended levels of the General capabilities and who are not yet achieving Prep level of the Australian Curriculum.**

- Students working on a highly individualised curriculum are always students with disability a working on the extended levels of the General Capabilities: Literacy and /or Numeracy and who are not yet achieving Prep level of the Australian Curriculum. For these students, the Australian Curriculum learning areas/subjects provide a context for learning the extended General Capabilities.
- All students on a highly individualised curriculum will require an ICP.

**The decision to provide a lower or higher year level curriculum is likely to have long term implications for the student as they progress through the years of schooling. The decision must be made following careful consideration as to whether it is the best option for this student.**

- Schools must be able to justify the decisions made regarding the development of an ICP.
- For students who do not have a disability, schools must carefully consider the implications of teaching and assessing a different year level curriculum with regard to their Senior Education profile – QCE.
- Will the student be able to fulfil the literacy and numeracy requirements for QCE?
- For students with disability, schools must carefully consider the implications of teaching and assessing a different year level curriculum, and in particular a different year level (partial), with regard to their Senior Education profile – QCIA.
- Will the student be able to fulfil the literacy and numeracy requirements for a QCIA?
- Parents/carers are informed and provided the opportunity to be involved in decision making.
The ICP is not used when additional support/intervention involves revisiting and reteaching particular concepts and skills from a different year level of the Australian Curriculum to address gaps in learning.

- In planning support/intervention for some students, teachers may identify that students have not consolidated some concepts and skills from earlier year levels. In the first instance, support can be provided which includes focused or intensive teaching designed to address these gaps in learning.
- An ICP is not required in this instance; the intervention can be recorded in support provisions. This will become part of the individual student history of support which may be used in future decisions regarding additional support, including the possibility of the need for an ICP.

Students who are being assessed and reported at their enrolled year level do not require an ICP to document the range of interventions, programs and additional support provided to enable them to meet year level requirements in a learning area/subject.

- Some students who are being taught and assessed and reported at their appropriate year level may be provided with additional support and interventions, such as small group interventions, and support programs. This may include some focused or intensive teaching to enable them to work towards year level expectations. An ICP is not required for these students.

Schools can document the additional support they provide to individuals or groups of students through OneSchool, particularly in Support Provisions, Personalised learning or through the class dashboard.

ICPs are developed in consultation with the parents/carers and are developed for a reporting period – usually a semester.

The student will be reported against the lower or higher achievement standard. The five-point scale descriptions for their age cohort will be used for reporting.

- The student will be assessed and reported against the achievement standard of the year level identified and taught through the ICP.

The principal is responsible for endorsing the ICP. Endorsement indicates parent/carer approval and is required for reporting purposes.

- Endorsement indicates parental approval, and enables accurate reporting. Reporting is tied to the achievement standard for the year level of the curriculum taught. Where the ICP is not endorsed, it remains in draft form in OneSchool and does not inform reporting.
- For reporting to parents, endorsement triggers the appropriate comments for the individual student on the student report card: it clearly indicates the year level of the curriculum taught and assessed in a learning area/subject in the reporting period and adjusts the information provided in the distribution of achievement codes.
- For school reporting purposes, endorsement ensures that whole school data accurately reflects and represents the achievement of students with an ICP. Class data reports clearly identify the achievement of students with ICPs and the year level at which they have been taught and assessed.
Layer 1 (Differentiated Teaching for all)
Appropriate and documented in class differentiation. At this point you should have a discussion with the parents to simply inform them that their child is struggling in particular areas. (This does not include SEP and or Learning Support intervention)

Layer 2 (Focused Teaching)
Create targeted/focused teaching for small groups.

Layer 3 (Intensive Teaching)
Refer to Learning Support and Curriculum HOD for Intervention.
Another conversation between the parents and teacher is required to notify them of the referral. You may or may not need to consider referral for specialist assessment (GO, SLP) via the Social Justice Committee (hearing and vision tests need to be gathered for this).

Layer 4 (Individualised Teaching)
An Individualised Curriculum Plan (ICP) is required
This document will be collaboratively created with the Class Teacher, HOD, Learning Support Teacher and other Specialist staff if necessary (HOSE and GO). This requires a parent’s approval and supporting documentation.

With your inclusive teaching practices is the student able to engage with and be assessed at the same year level as their peers?

YES
Continue working in the engaging classroom.

NO

YES
Continue documentating and incorporating differentiation strategies for this student.

NO

YES
Continue with supported intervention and continue to monitor progress.

NO

Key info for ICP
- Must be below/above year level across all elements of the KLA (Looking at standards).
- Must have sufficient evidence for all areas you will adjust.
Writing an ICP on OneSchool

The following indicates the tabs and process to write an ICP on OneSchool.

### Student Profile → Support Tab → Student Plan → Individual Curriculum Plan → Add New

#### Curriculum Decision tab

Add new → Select subject area → Curriculum Category (Select- Year level partial) → Select year level student is working at → Select Achievement Standards that align backwards from your Units taught this semester

#### Learning Expectations and Strategies tab

Select subject area → Click on itemised → ‘Add New Content Descriptor’ → Go to year level student is working at and selected content descriptors that map backwards from your classes Semester of Units → Copy and paste Elaborations from selected Content Descriptors into ‘Add New Learning Expectation’ → ‘Add New Strategy’ → Select ones from drop down list or write own → Repeat for all Achievement Standards

#### Evidence tab

Add new → Detail the items/evidence collected to decide on student’s current working level and eligibility for ICP → Enter staff members name → Attach documentation (work samples, diagnostic tests results, NAPLAN/ PAT Testing, students case history, etc...)

#### Endorsement tab

Contributors: Add New → Add Class Teacher, HOD and Parents → Save

Print for meeting with parents who sign ICP → Upload signed copy to OneSchool and notify Principal for endorsement
Enacting an ICP

‘Every student deserves at least a year of learning for a year of school.’

You are required to provide students on an ICP with opportunities to learn and demonstrate their achievement of the curriculum standards listed in their ICP.

### Step 1: Front End the Assessment Task

For some subjects you may be able to find an assessment task that has already been developed (e.g. C2C). However, for many subjects there will be no comparable topic. In this case you will need to take the current class assessment task and bring it down to an appropriate level for your students on an ICP, making sure they have opportunities to demonstrate the assessable elements you listed in their ICP.

Start by looking at an age appropriate criteria sheet and work out what students need to demonstrate.

<table>
<thead>
<tr>
<th>Suggestions on ways to bring a task down to a lower level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find an easier comparable text</td>
</tr>
<tr>
<td>• Turn an essay task into a short response or cloze activity</td>
</tr>
<tr>
<td>• Provide scaffolded planning frameworks</td>
</tr>
<tr>
<td>• List evidence and ideas for students to select from</td>
</tr>
<tr>
<td>• Highlight and define key words for them</td>
</tr>
<tr>
<td>• Shorten the length of the task</td>
</tr>
</tbody>
</table>

Please note: ICP students should receive no extra support to complete an assessment task if it has been appropriately adjusted to their correct level. They need to independently demonstrate their competency in the achievement standards in their ICP just like any other student would on an assessment item.

### Step 2: Valid Criteria

Make sure you are assessing students on a criteria sheet or Guide to Making Judgements that contains the achievement standards listed in their ICP. The assessment task and criteria sheet also need to allow students the opportunity to demonstrate an A-E level of achievement.

By the end of the year or before you move students to a higher ICP level you should have evidence that demonstrates the student meets all aspects of the achievement standard for their level.

### Step 3: Adjust product, process and content of daily lessons

Plan your term of work for your students on an ICP. Look at what content descriptors and topics you are covering each lesson with your class and map your ICP students’ lessons accordingly.

<table>
<thead>
<tr>
<th>Ideas to adjust class content to lower level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Repeat key ideas and instructions</td>
</tr>
<tr>
<td>• Have enlarged worksheets - This helps with visual processing</td>
</tr>
<tr>
<td>• Have an easier activity prepared</td>
</tr>
<tr>
<td>• Always provide notes or partial notes - Copying notes is a very ineffectual way to learn for many support students</td>
</tr>
<tr>
<td>• High/low student pairing - Use this strategy sparingly as it can detract from others learning</td>
</tr>
<tr>
<td>• Use assistive technologies like text to speech</td>
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<tr>
<td>• Scribe and read for them when possible</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas to allow students on an ICP to cover content you will not discuss in class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare a mini lesson for a TA to run</td>
</tr>
<tr>
<td>• Create a work folder full of re-usable routine activities they can complete when you are directly teaching the class</td>
</tr>
<tr>
<td>• Flip your lesson - Teach the class while your support students complete their practice activity from the previous day. Then when the class is working independently, teach your support students their new content</td>
</tr>
<tr>
<td>• Create a bag of games - for students on a similar ICP level to play together</td>
</tr>
</tbody>
</table>

Please note: ICP students should receive no extra support to complete an assessment task if it has been appropriately adjusted to their correct level. They need to independently demonstrate their competency in the achievement standards in their ICP just like any other student would on an assessment item.
Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them, and with whom, is more of an art. Moranbah SHS adopts Dr Robert Marzano’s *Art & Science of Teaching* model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. This framework is in the form of 10 design questions that represent a logical planning sequence for successful instructional design. For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve to result in improved student achievement.
This policy has been developed to ensure assessment procedures are enacted with consistency and fairness. Underpinning the policy are our school’s four core values – respect, responsibility, resilience and relationships. We set high expectations for our students and promote these values in all aspects of student work. We want our students to have respect and pride in their work; to take responsibility in meeting deadlines; to be resilient and act on teacher feedback; and build positive relationships with staff by ensuring that open and honest communication always exists.

<table>
<thead>
<tr>
<th>Junior Secondary</th>
<th>Senior School</th>
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<tbody>
<tr>
<td>(Year 7, 8 and 9)</td>
<td>(Year 10, 11 and 12)</td>
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</tbody>
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### Proactive Assessment Strategies

**Assessment Calendar:**
All students will be given an assessment calendar detailing due dates for all subjects by Week 3 of each term. Exam timetables will be published at least 2 weeks prior to an exam block.

**Monitoring of Progress:**
Students will be monitored as they undertake the requirements of the assessment instrument, as part of a developmental process. Teachers will indicate key monitoring junctures where student progress will be evaluated (eg: drafting dates).

**Points of Intervention:**
Where students fail to adequately meet the requirements / expectations of the monitoring junctures, teachers may have students on lunch and/or after school detention and parents will be contacted by phone or email. Appropriate members of school staff (Year Level Coordinator, Head of Department or Administration) may intervene to avoid cases of late and non-submission.

### Submission of Assessment

**Submitting Your Assignment:**
Assignments MUST be submitted in hard copy ON or PRIOR TO the DUE DATE.
Assignments are to be collected and recorded by the class teacher by 4pm on the day that it is due. This provides sufficient time for students who have left work at home to drop it in the front office.

Assignments which are handed in on or before the due date will be:
- Evaluated and commented upon
- Credited towards completion of the course
- Credited towards the student’s level of achievement

If a student does not hand in a completed assignment, they must submit ALL work that has been done on the assignment to date. The teacher will collect and gather evidence about student achievement and may use the following to substantiate the grade awarded:
- Class work
- Drafts
- Rehearsal notes
- Observations
- Photographs of student work

**Evidence collected as part of the teaching, learning and assessment process will be used to make judgements when, for example, a student:**
- Partially completes an assessment instrument
- Does not submit the assessment instrument by the due date
- Refuses to do an assessment instrument

**Please note for Senior Students who do not submit assessment:**
- Students may not receive semester credit for the subject which may affect the attainment of a QCE.
- Blatant refusal to complete may result in the commencement of cancellation of enrolment process.

### Late and Non-submission of Assessment

When proactive measures have been exhausted and a student has not submitted the assessment task to the best of their ability, referral to the curriculum HOD is made. Consequences deemed appropriate by the HOD are applied (including referral to the Support Room).

### Student Absence

If a student is absent on the day the assignment is due or an exam scheduled:
- A parent or carer must contact the administration personally on the day to explain the absence from the assessment or provide written explanation of the absence on the first day you return to school. If possible, a medical certificate should be obtained.
- If possible, the assignment should be brought to school for you otherwise, the assignment must be submitted to the teacher before 9am on the day of your return.
- If you miss an examination, you are to see the Head of Department by 9am of the day of your return to reschedule the exam.

If you know in advance that you will miss an exam your parent or carer should contact the administration personally to explain the circumstances and to discuss special consideration arrangements (if applicable). In most cases you will be allowed to sit your exam at a time negotiated between yourself and the Head of Department.

### Special Consideration

There will be times when students will have valid reasons for submitting an assessment / sitting an exam other than on the due date (medical appointments, prolonged illness, representation at a sporting / cultural event, family holiday). In these circumstances, students must complete a Special Consideration form PRIOR to the due date and have it signed by their parents. They are then required to negotiate a new due date with their classroom teacher before final approval is given by the Head of Department.

### Academic Ethics

Consequences for a breach of academic ethics (eg: plagiarism, gaining unfair advantage, cheating, false pretences, fraud etc) shall be determined by the Head of Department in consultation with the administration and QCAA policy. Consequences will depend on the degree of severity of the breach of academic ethics and the year level involved. Consequences for senior students will be more severe. Penalties may include:

1st Offence ➔ Academic penalty for plagiarism – blatant cheating or fraud may lead to behavioural penalty. Parents will be contacted and the incident entered into our OneSchool database.

2nd Offence ➔ Academic and behavioural penalty

### Technology

If you complete an assignment on a computer you will need to keep clear evidence of hard copies or printed drafts to reasonably substantiate that you have completed the assignment in the event that your computer or USB crashes. Technology problems are NOT an excuse for late assessment.

In all cases professional judgement, natural justice and common sense will be used in making decisions. The Principal has the final say at the school level with regards to the implementation of this policy.
SPECIAL CONSIDERATION APPLICATION FORM

Special Consideration can only be granted for specific assessment tasks and not for extended periods of time. Sometimes, Special Consideration may be afforded by allowing additional time to complete an assessment task, but only when negotiated with relevant Heads of Department. Students who are granted Special Consideration still need to complete the assessment task so that they have an opportunity to demonstrate improvement.

STUDENT NAME: _______________________________________________ CARE: ______________________

DATE OF APPLICATION: _______________

REASON FOR SPECIAL CONSIDERATION: eg. Medical reasons, family bereavement etc.
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

DEPARTMENT/S FOR WHICH SPECIAL CONSIDERATION IS REQUESTED:
English  The Arts  Humanities  Business  Mathematics  Science  HPE  Technology  LOTE

STUDENT CHECKLIST: (Tick if completed)
1. Have you provided appropriate documentation to support this application? Eg. Medical certificate, note from parent etc.   ☐
2. Have you submitted a draft or evidence of work up to this point to your teacher? ☐
3. Is this application submitted before the due date of the item? ☐

STUDENT SIGNATURE: ____________________________________________________________________________

PARENT/ GUARDIAN SIGNATURE: ______________________________________________________________________

TO BE COMPLETED BY TEACHER FIRST & THEN CO-SIGNED BY HOD
(You must take this form to all teachers you are requesting Special Consideration for)

Specific Assessment item for which Special Consideration is sought:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ASSESSMENT ITEM DESCRIPTION</th>
<th>APPROVAL</th>
<th>NEGOTIATED DUE DATE</th>
<th>TEACHER SIGNATURE</th>
<th>HOD SIGNATURE</th>
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This form, once completed, must be submitted to your teacher to attach to your assessment item.
Achieving Comparability of Assessment Standards of Student Work at Moranbah SHS

SUBJECT DEPARTMENT MONITORING PROCESS

Step 1: MONITORING ASSESSMENT TASKS

Teaching teams should write their own assessment items to complement their unit and teaching/learning program. These tasks:

× Must be monitored by the entire teaching team. Attached to each assessment task to be monitored should be a completed Assessment Checklist Form prompting consideration of the Attributes of a Quality Task (See Appendix) by all members of the team

× Should complement the teaching/learning of the class. If an individual teacher would like a different task for their class, this must be discussed with the team and Head of Department.

× The Head of Department will give the final approval of the item before it is administered.

× The item is to be completed and distributed to the teaching team at the beginning of the unit

• Criteria for monitoring assessment tasks.
  × Does the task reflect the teaching and learning within the unit?
  × Are there sufficient demands in terms of intellectual rigour?
  × Does the criteria measure the expected outcomes?
  × Is the task accessible to all students in the class? (use of language, clarity of expectations etc.)

Step 2: MONITORING COMPARABILITY OF STANDARDS

The following process will be carried out for departments in which there are a number of classes for one subject.

1. INDIVIDUAL ASSESSMENT TASKS

Teachers will mark assessment in a timely fashion (2 week turn around). Once this is completed they will hand a sample of items to another teacher to ensure their standards are comparable.

Minimum samples should include:
× one sample from each level of achievement awarded.
× any borderline pieces or any for which the teacher may require further advice.

Any discrepancies must be monitored by the Head of Department.

The monitoring schedule is to be drawn up at the beginning of each semester by the Team Leader or Head of Department and a time frame for completion must be included.

There is flexibility in the way that this process can be undertaken. The expectation is that all assessment items will undergo a monitoring process of some sort – individual Heads of Department may have requirements as to the number. Minimum requirements are listed above.

Students receive their results once this process is completed.
2. **JUNCTURE MONITORING POINTS (END OF SEMESTER REQUIREMENT)**

At the end of each semester, all teachers of each subject (Year 7-12) are to be involved in monitoring meetings. These can be facilitated by the Team Leader in consultation with the Head of Department. Before these meetings, teachers are to rank each student within a level of achievement.

At the meetings all teachers are to bring their students’ folios. They will all put forward at least one sample from the top, middle and lower bands from each level of achievement. These folios are to be read by at least one other teacher (where appropriate).

The students are then to be informed of their placement in Years 11 & 12.

3. **YEAR 11 MONITORING (TERM 4) / YEAR 12 VERIFICATION PROCESS (END OF TERM 3)**

Before R6s / R3s / SAs can be finalised, it is important that Heads of Department conduct monitoring meetings and establish a process for ranking students. It must be remembered that the exit criteria for levels of achievement are to inform student placement. Evidence of these criteria is to be sought from a holistic reading of the student folio, as well as a reckoning of the results on the profile sheets.

Teachers are to assign a ranking within each level of achievement for each student. The teacher is to attach a blank sheet on the front of the folio and record the level of achievement on it.

All folios are then monitored by at least one other teacher (or Head of Department). After reading the folio, the teacher is to indicate on the front sheet whether they agree with placement. If you disagree, comments related to the Exit Criteria from the syllabus must be included. This will assist the Head of Department to make a final decision. Differences within each band can also be indicated by + or - (e.g. VH1+). This will assist with SAI ranking.

Borderline folios HA10 / VH1; SA10 / HA1; LA10 / SA1 are to be carefully read and may involve consultation with the Head of Department / SAC.

Samples for Monitoring or Verification can then be selected.

For subject in which there is only 1 class, these processes can be carried out through consultation between the teacher and the Head of Department.