Assessment
Rating vs Ranking

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VALIDITY IN ASSESSMENT

- The validity of an assessment tool is the extent to which it measures what it was designed to measure, without contamination from other characteristics.
- A test of reading comprehension should not require mathematical ability.
- A valid driving test should include a practical driving component and not just a theoretical test of the rules of driving.

RELIABILITY IN ASSESSMENT

- Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means consistent or dependable results.
- Assessments are reliable if they produce comparable outcomes, with consistent standards over time and between different learners and examiners.
- Note, it is possible for a test to be reliable, but not valid. For example, if your scale is off by 5 kgs, it reads your weight every day with an excess of 5 kgs. The scale is reliable because it consistently reports the same weight every day, but it is not valid because it adds 5 kgs to your true weight.

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RANKING: BEST FILM

- Assessment by comparison of individuals
- The Bell Curve
- Reality TV uses it all the time!

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RATING: BEST FILM

1. Storyline
2. Cinematography
3. Soundtrack

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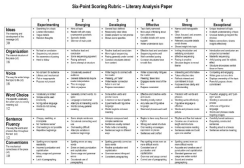
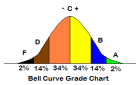
RATING VS RANKING



RATING



RANKING

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RATING: CRITERION REFERENCED ASSESSMENT

- Rating candidates or artefacts against defined (and objective) criteria.
- Criterion-referenced assessment is often, but not always, used to establish a person's competence (whether s/he can do something).
- The best known example of criterion-referenced assessment is the driving test, when learner drivers are measured against a range of explicit criteria (such as "Not endangering other road users").

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Standards-referenced assessment	Standards describe
■ links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time ■ involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.	■ what students are expected to know, understand and do, described in syllabus outcomes, content and standards materials ■ how well students have achieved.

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Marking Guidelines

The design of an assessment task and the development of marking guidelines are interrelated processes and should be completed concurrently. Marking guidelines should reflect the standards for the course including outcomes and performance descriptions, and help to provide meaning to the marks awarded for a task.

The purpose of marking guidelines is to:

- link the assessment task to the outcomes being assessed
- clearly describe the quality required for each mark range
- allow for discrimination between the performances of individual students
- facilitate consistent assessment of student performance throughout the marking process
- support teachers to make judgements, and provide meaningful and constructive feedback about a student's level of achievement at a point in time.

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Marking guidelines should:

- link to standards, referencing course outcomes, content and performance descriptions
- support valid and reliable assessment by measuring what a task aims to assess
- clearly distinguish between different levels of student achievement through mark ranges that reflect the relative importance and difficulty of what students have been asked to do
- allow for a range of student achievement in the context of the expected standards for the course
- accommodate harder to define characteristics, such as originality and flair or answers that approach the task from an unusual perspective
- reflect the quality of individual student performance in the marks awarded
- consistently represent an appropriate hierarchy of achievement in the context of standards for the course.

Marks awarded for a task should reflect the standards described in the marking guidelines and be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

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Analytical Rubric

	4 Exceeds Expectation	3 Meets Expectation	2 Satisfactory	1 Doesn't Meet Expectations	Score
Thesis Statement	Introduction with a thesis statement that is clear, engaging, well developed, accurate and complete.	Introduction with a thesis statement that is clear, accurate, and somewhat engaging, but needs more development.	Introduction with a thesis statement is not well developed. It lacks clarity and creativity.	No introduction or thesis statement is misleading, missing, or hard to follow.	
Body Paragraphs	Each paragraph contains a clear topic sentence and expands, explains, and supports the thesis statement.	Each paragraph contains a clear topic sentence, but not all paragraphs support the thesis.	Some paragraphs are unclear, do not contain a clear topic sentence, or do not support the thesis.	Paragraphs are missing topic sentences or are inaccurate and incomplete.	
Organization	Paper is well organized, uses transition statements appropriately, and follows a logical progression.	Paper is organized, makes good use of transition statements, and in most instances follows a logical progression.	Paper is poorly organized, lacks transition statements, and in several instances does not follow a logical progression.	Paper is poorly organized and difficult to follow.	
Tone	Writing is clear, uses appropriate language, and is varied enough to maintain reader interest.	Writing is clear, uses appropriate language, and somewhat varied.	Writing is clear, but not varied, and in some instances the language is not appropriate.	Writing is confusing, repetitive and difficult to follow.	
Grammar & Spelling	Minimal errors in punctuation and spelling.	2 to 3 errors in punctuation and spelling	4 to 5 errors in punctuation and spelling.	More than 5 errors in punctuation and spelling.	

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Holistic Rubric

Grade	Description of Grade
High Distinction	This essay commands attention because of its insightful development and mature style. The response to the text is convincing and elaborated upon with well-chosen and correctly referenced examples. It is written with aptly chosen words, effectively constructed sentences and a keen observation of the conventions of written English.
Distinction	This essay provides a thoughtful and well reasoned response to the text with appropriate and correctly referenced examples. The sentences are constructed and words chosen to communicate clearly to the reader. The conventions of written English have been well observed.
Credit	This essay provides a competently reasoned response to the text with some appropriate and mostly correctly referenced examples. The sentence structure and choice of words have sufficient precision to communicate the message to the reader. The conventions of written English have been observed.
Pass	This essay is satisfactory. It provides an adequate response to the text with sufficient examples and adequate reasoning. The examples are mostly adequately referenced. The sentence structure and choice of words communicates adequately to the reader. The conventions of written English need to be observed more closely.
Fail	This essay fails to respond appropriately to the text. The responses are simplistic or incoherent and suggest some significant misunderstanding of the text. The writing lacks appropriate structure and has a pattern of errors in word choice with poor grammatical expression. Correctly referenced examples are absent or poorly presented. More attention needs to be paid to the conventions of written English.

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Achievement Level Descriptions

Descriptions of typical performance at each grade level

Grade A

- demonstrates detailed knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts
- demonstrates well-developed skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts
- displays a well-developed ability in selecting appropriate text forms, vocabulary, style and tone to write and speak for a range of purposes, audiences and contexts
- demonstrates well-developed skills in planning, researching, organising and communicating information for a variety of tasks, working both individually and collectively, and in reflecting on learning

Grade B

- demonstrates sound knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts
- demonstrates sound skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts
- displays sound ability in selecting appropriate text forms, vocabulary, style and tone to write and speak for a range of purposes, audiences and contexts
- demonstrates competent skills in planning, researching, organising and communicating information for a variety of tasks, working both individually and collectively, and in reflecting on learning

Grade C

- demonstrates developing knowledge and understanding of how language and other techniques are used to convey meaning in various forms of appropriate short and extended texts
- demonstrates developing skills in constructing a range of short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts
- displays developing ability in selecting appropriate text forms, vocabulary, style and tone to write and speak for a range of purposes, audiences and contexts
- demonstrates developing skills in planning, researching, organising and communicating information for a variety of tasks, working both individually and collectively, and in reflecting on learning

Grade D

- demonstrates basic knowledge and understanding of how language and other techniques are used to convey meaning in some forms of short and extended texts appropriate to the course
- demonstrates basic skills in constructing appropriate short and extended written, spoken and multi-modal texts at an appropriate level for present and future contexts
- displays basic ability in selecting appropriate text forms, vocabulary, style and tone to write and speak for a range of purposes, audiences and contexts
- demonstrates basic skills in planning, organising and communicating information, working both individually and collectively, and in reflecting on learning

Grade E

- demonstrates elementary knowledge and understanding of how language and other techniques are used to convey meaning in appropriate texts
- demonstrates elementary knowledge and skills in constructing written, spoken and multi-modal texts at an appropriate level for limited contexts
- displays elementary skills in comprehending written, spoken and multi-modal texts and in writing, speaking and representing for limited contexts
- demonstrates elementary skills in organising and communicating information, working both individually and collectively, and in reflecting on learning

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Performance Band Descriptions

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
- describes and analyses a wide range of language forms, features and structures of texts and explains 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

Band 4

- demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts
- describes and analyses a range of language forms, features and structures of texts and explains the ways these shape meaning and influence responses in a variety of texts and contexts
- presents a sound critical personal response showing developed skills in interpretation and analysis of texts
- composes imaginatively, interpretively, critically and reflectively with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values

Band 3

- demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts
- describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts
- presents a response showing some evidence of interpretation and analysis of texts
- composes imaginatively, interpretively, critically and reflectively with workable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values

Band 2

- demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed
- recognises and comments on basic language forms, features and structures of texts
- presents an undeveloped response showing recognition of the main ideas in texts
- composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information

Band 1

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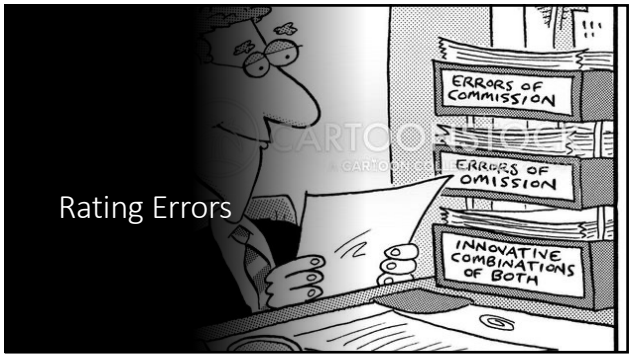

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Halo Effect

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The Horn Effect

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Similarity Error

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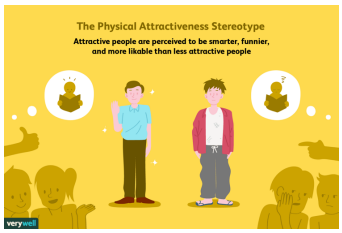
Contrast Error



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Error of Central Tendency

Never		Sometimes		Always
1	2	(3)	4	5
1	2	(3)	4	5
1	2	(3)	4	5
1	2	(3)	4	5
1	2	(3)	4	5

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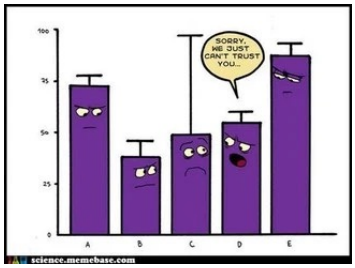
Error of Standard



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