

Understanding Marking and Reporting in the New Queensland Certificate of Education (QCE) System

Queensland has a standards-based system for reporting subject results to students and parents in student reports. Teachers match evidence in student work to Instrument Specific Marking Guides (ISMGs) and syllabus reporting standards to make decisions about achievement.

What's different under the new QCE system?

Previously, students received an assessment result (on exams and assignments) in an A – E mark range and a report card result in an A – E range. Under the new QCE system, the judgement on each student assessment is numerical, therefore in a different scale to the A – E report card scale. This applies only to students in Year 11 and, from next year, Year 11 and Year 12 students. Student assessments in Years 7-10 continue to be marked on A – E scales.

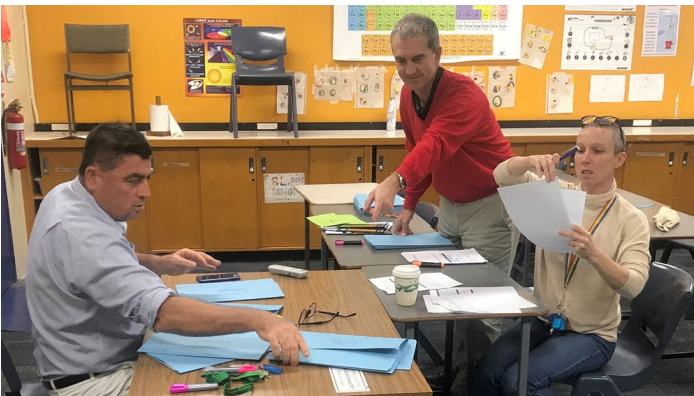
Teachers use ISMGs (Instrument-Specific Marking Guides) to make judgments about Internal Assessments (IAs) and give detailed feedback to students about performance. An ISMG is like a criteria sheet, but with numbered marks instead of A – E. In each unit, students complete two Internal Assessments (exams and assignments).

How are the marks converted to A – E for report cards?

Indooroopilly SHS is using a new approach to assigning overall A – E results called a Grade Boundary Process (GBP). This process is how the “minimum marks” for A – E are determined. The process helps teachers develop shared understandings of student achievement for converting numerical marks on Internal Assessments to A – E results for report cards by matching evidence in student work to the reporting standards. At the completion of each unit of study, teachers select folios of marked student work that are representative of predicted grade boundaries and compare the evidence to the A – E Reporting Standards.

Instrument-specific marking guide	
Criterion: Comprehending	
Assessment objective	
1. comprehend economic concepts, principles and models of trade protection, trade agreements and/or the balance of payments	
The student work has the following characteristics:	
<ul style="list-style-type: none"> • identify and identify essential features of trade protection, trade agreements and/or the balance of payments • describe application of economic concepts, principles and models to the trade protection, trade agreements and/or the balance of payments issue • precise use of economic terminology 	4-5
<ul style="list-style-type: none"> • effectively identify features of trade protection, trade agreements and/or the balance of payments • effectively application of economic concepts, principles and/or models to the trade protection, trade agreements and/or the balance of payments issue • adequate use of economic terminology 	2-3
<ul style="list-style-type: none"> • identification of <i>some</i> economic concepts, principles or models 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above 	0
Criterion: Selecting	
Assessment objective	
2. select data and economic information from sources relevant to trade protection, trade agreements and/or the balance of payments	
The student work has the following characteristics:	
<ul style="list-style-type: none"> • accurately choose of current, accurate and reliable data and economic information from primary and/or secondary sources relevant to trade protection, trade agreements and/or the balance of payments • appropriate use of data and economic information • precise and accurate documentation of data and economic information in the form of a reference list and citations 	3-4
<ul style="list-style-type: none"> • accurately choose of current, accurate and/or reliable data and economic information from primary and/or secondary sources relevant to trade protection, trade agreements and/or the balance of payments • adequate use of data and economic information • accurate documentation of data and economic information in the form of a reference list and/or citations 	2
<ul style="list-style-type: none"> • use of data and/or economic information 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above 	0

A SAMPLE ISMG.



INDOOROOPILLY STATE HIGH SCHOOL TEACHERS CONSULT AS PART OF A GRADE BOUNDARY PROCESS.



A – E: an example ...

If the predicted grade boundary is 38/50 for an A, teachers might compare a student folio for Unit 1 with an IA1 of 20/25 and 18/25 for IA2 to the A Reporting Standard.

If the sample student's 38 work on IA1 and IA2 reflects the A reporting standard on balance, teachers would then compare a folio of work totalling 37 to the A Reporting Standards.

If the 37 folio reflects the B reporting standard, rather than A, the grade boundary (“minimum mark”) to achieve an A is set at 38.

This grade boundary is then applied to all students in the cohort – so all students who achieved a 37 would receive a B. Because of this, teachers would check multiple folios around the grade boundary, so the final decision is “high confidence”.

Reporting Standards and ISMGs

A – E reporting judgments must be made using the Reporting Standards. Reporting Standards and ISMGs are different (but related) standards that are used for different purposes.

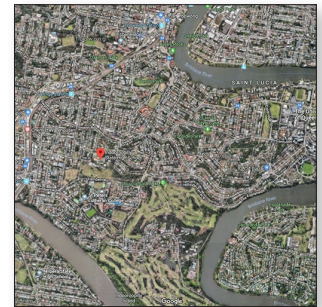
ISMGs (Instrument-Specific Marking Guides)

- Give detailed feedback to students about performance.
- Each assignment or exam is given a numerical result, eg 21/25, 10/10, 13/15.
- The marks provide detail and help students understand and improve their performance.



The report card

- Gives big-picture results/achievement
- Gives achievement in A – E for each semester (end of unit) report card.



	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
A – E results on report card	✓ Count towards QCE calculation	✓ Count towards QCE calculation
Marks on each assignment/exam	✗ Don't count towards ATAR calculation	✓ Count towards ATAR calculation

What are the benefits of this way of making judgments for students and teachers?

1. Feedback: In Year 11, students will be exposed to judgments made from ISMGs with a supporting numerical indication of their progress. This will help them understand their performance and how to improve for Year 12 when marks count for ATAR calculation. For example, knowing they received a lower mark in a particular criterion assists a student in boosting their future performance in this skill.

2. Accuracy: Marking with ISMGs and then using a GBP to determine an A – E result for reporting in Units 1 and 2 gives teachers additional opportunities to make judgments using standards in order to make accurate decisions about student results.

3. Fairness: Using a GBP, rather than arbitrarily set mark cut-offs that have no relationship to the syllabus reporting standards, ensures equity for our students.



Will the grade boundaries be the same in each subject? Will they be the same from year to year?

No. Teachers are making A – E judgments against the Reporting Standards, so numerical differences in results across subjects will not matter for report card purposes.

Imagine the minimum grade for a C in Subject A is a 21/50 and in Subject B it is 18/50. Two students achieve these results and both receive Cs for their work, based on a judgment ultimately made on the reporting standards. This is their entitlement as they have both demonstrated satisfactory achievement of the syllabus objectives.

How do I hear about my student's results on assessments?

Students will receive an annotated ISMG when each assignment/exam is marked. Teachers will also provide students with a profile sheet that summarises all performance in each subject by criteria.

More information

ISMGs for Units 3 and 4 and Reporting Standards are available in syllabus documents on the QCAA website. <https://www.qcaa.qld.edu.au/senior/senior-subjects>

Students and parents who have questions are welcome to contact **Brad Blashak, Head of Department – SATE Implementation and Literacy**, at bblas3@eq.edu.au.

