2020 Integrated Learning Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Practical Inquiry (40%)

The practical inquiry is an opportunity for students to demonstrate practical application and development of knowledge, concepts and skills related to the program focus. A diverse range of both practical and creative tasks are completed by students, who then evaluate their learning referring to the development of a chosen capability. The subject outline requires that at least one practical inquiry task should include a discussion as a form of evidence.

The more successful responses commonly:

* included evidence of a discussion to supplement, support and extend other student evidence
* included multiple examples showing the development of the capability(ies) as well as multiple opportunities to address criteria for assessment
* gathered feedback from others and reflected on this feedback allowing the students to address the assessment criteria at a higher level (IAE3)
* provided multiple perspectives related to tasks (IAE2)
* utilised a range of referenced sources (bibliography, in text referencing etc.) throughout the evidence (IAE1)
* had clear analysis of their findings and related them to the program focus
* included annotated photos, drawings, diagrams and/or videos to demonstrate evidence of their development in skills and/or knowledge
* explicitly identified one or more capability(ies) and explored the connections between the program focus and the development of that capability(ies).

The less successful responses commonly:

* had little or no evidence of a discussion which limited the depth of evidence provided by the student
* included limited student evidence, rather it focused on teacher feedback e.g. checklists. This evidence should only be used as support for student evidence
* responded to tasks that were heavily scaffolded often limiting students’ opportunities to achieve at the higher levels
* did not reflect on feedback from others as a means of informing their own self-assessment
* made no reference to, or included limited explanation of, the development of their capability(ies)
* did not include evidence of evaluation/reflection of the student’s own learning
* provided a recount of what they did with little reflection or analysis.

Assessment Type 2: Connections (30%)

For the connections task, the subject outline specifies that students work collaboratively with others to undertake specific tasks or activities that encourage them to make connections between the program focus and their development of a capability(ies). They individually identify their contribution to the collaborative task/activity and communicate their ideas and opinions. They evaluate their learning after receiving feedback from others and make references to their development of a relevant capability.

The more successful responses commonly:

* showed explicit and clear evidence of collaboration with specific examples of individual contribution to the task/ activity/ group outcome.
* developed authentic opportunities for collaboration and community connections to achieve a collaborative outcome, rather than merely contacting others and using them as sources of information
* presented evidence of collaboration in a variety of formats including blogs, zoom recordings and websites
* used a wide variety of sources that helped to demonstrate their understanding of a range of perspectives
* had a clear understanding of the program focus and the capabilities which allowed the learning criteria to be discussed at a high level
* used feedback from others to clearly inform the evaluation of their own learning
* presented evidence of learning in a variety of ways with clear individual annotations.

The less successful responses commonly:

* provided a recount of the activity rather than focusing on evidence required to meet assessment design criteria
* responded to tasks that did not provide opportunities for sustained collaboration which limited the quality of evidence provided by the student
* made limited connections to or evidence of understanding of their chosen capability
* provided simplistic peer assessment which limited the opportunities to provide evidence of self-evaluation
* only used group evidence of collaboration and did not provide evidence of individual outcomes
* provided limited evidence of a range of perspectives being considered throughout tasks (IAE2)
* provided limited evidence use of a variety of sources (IAE1)
* required more authentic opportunities to ‘collaborate’ with others in a purposeful application of the program focus.

External Assessment

Assessment Type 3: Personal Endeavour (30%)

The personal endeavour is an opportunity for students to explore an area of the program focus that is of interest to them by investigating and analysing relevant information concepts, ideas and skills, and communicating their ideas and opinions about them. Students select one capability to be developed within their personal endeavour and explore the link between that capability and their area of interest. Students in the same class must each have a different personal endeavour.

The more successful responses commonly:

* were individually chosen topics which had personal significance or relevance to the student
* had a clearly designed purpose or question which allowed clarity and direction for student’s inquiry
* used a variety of referenced sources to support development of deep knowledge and understanding (IAE1)
* considered a range of perspectives (IAE2)
* had a thorough understanding of the chosen capability and explicitly discussed the link between it and the program focus
* annotated photos, data, tables, images etc. to demonstrate capability development and content knowledge.

The less successful responses commonly:

* were highly scaffolded with all students in the class responding to the same directed Personal Endeavour which limited the student’s ability to perform at a high level
* provided little evidence of researching from a variety of sources, which restricted both depth and diversity of research and information (IAE1)
* were recounts of experiences or events with limited analysis of concepts, ideas and skills development from different perspectives (IAE2)
* only provided one perspective (IAE2)
* showed limited understanding of their chosen capability and instead, quoted SACE definitions of each capability in the last paragraph (AU3)
* failed to adhere to the word count.