

**From:** Barry Flowers [REDACTED]  
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The Chairperson  
Education and Innovation Committee

I have been at the coalface of Ed Qld for 40 continuous years – I teach Mathematics to all year levels. As someone who has observed many changes across Education over that period can I state that the criteria based assessment for Mathematics is the most confusing manner in which to report back to students and parents and would be among the worst of educational changes observed.

What makes it even worse is that we are now following this 'system' for Junior Mathematics students.

I have just completed an interim assessment with my Year 9's and they have **no idea of how to interpret** the ratings across **seven criteria** for a test on ratio, proportion and fractions. My senior classes constantly request numerical marks – this type of by-gone assessment is simple, straight forward and actually means something to the students and parents. The complexity of language based feedback for this subject presents no meaningful incentive. They are not the slightest bit interested in feedback when I attempt to explain the system. For me, I have never had a student question a rating. At least with marks the students are willing to challenge when their tests are returned.

The depth of understanding required for decoding the criteria is way beyond meaningful comprehension for Secondary students. The subjectivity of ratings given to students is also broadly open to interpretation. Teachers invariably are questioning themselves when colleagues are asked to justify a rating. **So often the result reduces to the eye of the beholder** – this is simply not fair on students. Mathematics is a subject where objectivity is so apparent.

I would welcome the return of the Public Exam System.

I challenge a QSA employee or Parliamentary Committee member to sit in on parent –teacher interviews with me on [REDACTED] at [REDACTED] in order to understand the points I make.

A further challenge that I offer is that QSA policy makers need to have demonstrated that they are **successful long-term classroom practitioners** before appointment. Unless they have this proven record they cannot possibly be fit to design curricula for Mathematics teaching and assessment in our Queensland schools.

Regards  
Barry Flowers