

Education and Innovation Committee  
Parliament House  
Brisbane QLD 4000

To whom it may concern,

### 1. Student Participation

The use of EEIs and ERTs are not age appropriate assessment tasks in the present form and do not correctly reflecting the student's academic or life experience. These techniques are better placed in an adult educational setting.

Our high ability students understand how open ended these tasks are and often produce work that far exceeds the word count required in an attempt to meet the criteria. This leads to distress and fatigue in the student.

Male students are discouraged (choosing to leave these subjects) by the amount of documentation and word lengths associated with these assessment types.

### 2. Judgements

An EEI or an ERT commonly represents the only assessment for a terms work. Experiments or assignments only allow narrow demonstrations of the topics taught. Students exit the term with at best a reduced understanding of the topics.

Students and parents are no longer able to quickly understand how their achievement levels are decided upon. With many students asking how their achievement marks are arrived at.

Criteria sheets do not assist students in arriving at an appropriate solution only adding confusion and place pressure for ever expanding assessment items.

Interpretation of criteria is a task in itself.

### 3. Teachers

I am not aware of a science/mathematics teacher who supports the current assessment or the way in which judgements are made.

This system is a burden for teachers and students.

Cameron Ross