

To: The Education and Innovation Committee eic@parliament.qld.gov.au

Dear Committee Members,

As an educator for a number of years and a parent of children who have gone through the education system, I have felt a growing concern over the amount of time that both teachers and students have to devote to the assessment processes used by Education Queensland. It has become evident that the time given to learning is being lost to these assessment processes and has impacted on the achievement standards of students.

**As a parent:** I have seen my children wade through extensive assignments. For example, Maths assignments often several pages long and topics not closely related to the content of the course. Too frequently the students are second guessing the requirements of the assignment. The **time taken** at home to complete these assignments is considerable and the **stress** is constant as the stream of assignments in all subjects continues throughout the year.

**As a teacher of Physics and Biology and a panellist for a number of years:** I can see features in the current assessment system that allow for a diverse range of learning however the implementation of the assessment package works to the detriment of this learning.

- For example, the notion of the scientific inquiry/investigative process underpins much of science today and is valuable but the **use of the EEI to assess** this is not proving effective. The time constraints to test the process hinder the practice of the process and limit the opportunity to gather adequate content to carry out the investigative process effectively. It is understandable that for the students focus is the assessment but the object of the learning-the scientific inquiry is getting lost in the extended write-ups needed to meet the criteria laid out by the syllabus.
  - Perhaps a focus on the analysis and discussion of results of class experiments would be more effective in revealing the 'learning' of the scientific inquiry.
- The other point again to do with the implementation is **the use of criteria based assessment for all and every piece of assessment**. Why? It is not the only way to measure outcomes and is cumbersome and unwieldy for some pieces of assessment; particularly, exams. Further, it can be difficult to distinguish and find agreement between say a B and B- on a question using a criterion based on teacher interpretation of that criterion. I have experienced this both in teaching staff and at panel. Taken further, explaining the nuances of the criteria and awarding of grades to students and parents can be confusing and ambiguous leading to lack of transparency.
- **Lack of ownership for EEI and ERTs leads to an inequitable system** of allocating standards reflecting student ability and inconsistencies in implementation of QSA policy on panels furthers these inequities. An external system to moderate the internal school system does seem to have merit.

We are now seeing the implementation of the National Curriculum from Years 1 -10 and it seems imperative that these convoluted and confusing assessment processes in particular are not carried down through the system.

Concerned teacher and parent