

Education and Innovation Committee

From: [REDACTED]
Sent: Monday, 13 May 2013 1:06 PM
To: Education and Innovation Committee
Subject: Assessment Methods for Senior Maths, Chemistry and Physics Submission

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Categories: Green Category

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

From: [REDACTED]

Dear Committee Members,

I have been teaching mathematics and physics for 2 years. I feel strongly about the QSA and their approach to assessment.

I am concerned that certain individuals will be unhappy that I have made a submission to the Education and Innovation Committee. I therefore request that all names be removed from my submission. To make this task easier, I have written all names in **red**.

My submission is set out under three headings.

Ensuring assessment processes are supported by teachers.

- The 2012 QIEU survey shows that this is not so. Roughly 50% of maths/science teachers have great reservations about QSA's assessment process
- Assessment is inconsistent from school to school
- QSA's guidelines change regularly and advice is contradictory
- QSA bullies teachers who dare to voice different opinions

Student participation levels.

- Workloads have increased dramatically
- Students are not coping and are having breakdowns
- Students choose subjects other than science, because they are easier

The ability of assessment to support valid and reliable judgments of student outcomes.

- Standards vary from school to school, district to district and year to year
- Grading with letters means that students with different marks get the same grade
- Large amounts of the course are assessed by assignments and these can be copied
- Time taken in assignments takes away from teaching time
- The assessment is inequitable. Students who can afford tutors, those with better writing skills and with family working in maths and science do better.
- New teachers at schools which are under resourced cannot cope
- Some assessment tasks do not allow good students to get the grade they deserve
- Some schools set 'Revision Questions' which are, in fact, the actual exam questions
- Long essays have no place in Maths and Physics. Many students who excel at maths are not great at writing. This discriminates against them

- The use of long writing tasks discriminates against students from non English speaking backgrounds and boys
- The *Evaluating and Concluding* category shows that the criteria were designed with too much emphasis on the writing skills of the students. Get rid of the EC category.
- The criteria paragraphs which the QSA call standards, are highly subjective.
- The criteria paragraphs which QSA call standards, are the most tedious and ineffective thing I have ever seen. They are subjective and unhelpful. It would be much more efficient to add up marks and award percentages, as has always been done.

I support state-wide exams set by teams of experienced teachers. Those who make decisions on curriculum in our schools should spend at least 6 months in the classroom every 4 years. Educational theorists without substantial classroom experience should not be employed in decision making positions.

Kind regards,

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