

Three Needed Changes to Queensland Schools Assessment

1. Use of numerical marks (percentages), not criteria

- clarity increases student motivation
- clarity of reporting satisfies parents
- criteria marking magnifies teacher workload (x3, x10, x16?) and is unnecessary red tape
- only numerical marks (percentages) allow for consistent aggregation of results (fairness)
- saving teachers' time saves State funds

2. Tests, not assignments in senior Maths and Sciences

- written assignment work is not mathematics
- assignments are generally not student's own work
- study/practice for a test is direct enhancement of self, but assignment work is not so much
- assignments requires more teacher time to prepare & mark
- the assessment of assignments is always more obscure
- the repetition needed for learning skills is not achieved by assignments that waste time, whether done at home or school
- written work disadvantages boys and students from non-English speaking backgrounds, in these subjects they might otherwise perform well.
- increase student retention, address maths science skills shortage

3. State exams, not moderation meetings

- state exams are fair for all students regardless of circumstances
- publishing past and sample state exams offers transparency and a standard students can aim for
- social moderation requirements wastes much of teachers' time
- students can repeat state exams if necessary
- freedom for teachers and students from oppressive state level micromanagement. State exams would actually be much less external control
- teachers free to directly assess core curriculum (real standards)
- state exams offer a major elimination of red tape