



Dr Tony Wright
Chemist and Science Educator
School of Education, UQ
and
Science Teachers Association of Queensland
Secretary and Treasurer

Submissions:

224 – School of Education, University of Queensland

246 – Science Teachers Association of Queensland

Key points for presentation:

- Criterion and standards based assessment is the well-established effective method of assessment in Queensland – it is supported by most teachers, but requires constant support for teachers especially those new to the Queensland system and those changing roles and subjects.
- Student participation levels in the sciences are at least in line with other states and offer students a more engaging experience with the subjects than traditional curricula.
- Current assessment processes in Queensland provide more valid assessment than is possible with, for example, external examinations because these can only examine a limited range of learning outcomes. Senior teachers often report verbally to me that EEs provide the “best” assessment of students’ understanding of chemistry.
- The Science Teachers Association of Queensland survey shows that there are two broad groups of teachers in the State, those who strongly support the current system and those who are strongly opposed. There is also a smaller third group who provide some support but also level significant criticisms.
- All three groups identify the need for greater support for teachers from the educational authorities. This support is required to boost teachers skills using the assessment techniques, increasing their mastery of the different types of task and decreasing the amount and time of assessment.
- There is a strong correlation between the STAQ Survey results and those of the Independent Education Union (IEAU-QNT Submission 243). In this latter submission it is important to note that support for maths and science assessment was significantly lower than for the other subjects, such as English and the humanities.