

How a centrally managed focus on aligning curriculum, assessment and reporting can lead to improvements in teacher practice

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The Queensland Curriculum Assessment and Reporting (QCAR) Framework project is designed to align curriculum with assessment of student learning and the way student learning is reported. The objective is to improve the quality of learning for students in Queensland, Australia by supporting the development of teachers' assessment capabilities. Assessment under QCAR represents an interrelationship between principles of coherent high-quality assessment systems that are instantiated through centrally-devised Common Assessment Tasks, and the everyday practice of teachers. Pivotal to influencing everyday practice is the on-line Assessment Bank that provides teachers with a repository of high-quality, current and exemplary assessment tasks and resources—assessments that focuses on dealing with change, diversity and unpredictability and take notice of learning. The Common Assessment Tasks challenge the learner to demonstrate their knowledge and understanding in meaningful contexts and provide teachers with rich information about student learning. The QCAR assessment model of alignment, guides, nurtures and samples what teachers own, manage and care about. It draws together quality models to help teachers build processes that bring themselves and their students together in the pursuit of quality learning. This model values the professional judgment of teachers, and demonstrates how assessment that measures, not just what students know, but how students work with knowing, will assist teachers in improving learning.