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Quality Moderation of Assessments Process

Contact: *Jenny Burgess*

From 2005 all K-10 teachers in Tasmanian government schools will start assessing student work against the Essential Learnings Framework. So that teachers can develop a common understanding of how to apply the Essential Learnings standards when assessing student work, a moderation process, the Quality Moderation of Assessments Process (*Qmap*) will be started in 2005.

A *Qmap* proposal has been developed for consultation with educators.

Feedback on the proposal from teachers, principals and other educators will be critical in finalising the *Qmap* model to ensure a process that will maximise benefits to teachers.

The *Qmap* consultation paper is available through the OER website (www.staff.education.tas.gov.au/index/oer.htm) and the *ltag* website (<http://ltag.tased.edu.au/default.htm>). Please take some time to read the proposal and provide feedback to OER. Focus groups of teachers will be formed over the next few weeks to gather in-depth feedback.

Assessment, Monitoring and Reporting Policy (AMR Policy, 2002)

Contact: *Jenny Gale*

In response to recent enquiries, this is to confirm that the AMR Policy which was released in 2002, replaces all previous policies dealing with assessing and reporting. The requirements that are listed in the policy and the AMR Strategic Plan (2003-2004) are the only ones that apply to government schools.

A 2005-2008 Strategic Plan is currently being developed to take account of the minimum assessment and reporting requirements for the Essential Learnings Framework. This will be available to schools before November. Until then, the Directions in Assessing and Reporting 3 paper (www.education.tas.gov.au/oer/AMRpolicy) provides clear information about the requirements from 2005 and suggests ways that schools can prepare for the introduction of Essential Learnings reporting.

SARIS

Contact: *Nigel Cross*

The Student Assessment and Reporting Information System (SARIS) had a successful trial in Term 2 with four schools reporting to parents using the draft Essential Learnings report format. SARIS has now undergone significant enhancements based on user feedback and the project team's own testing of the software. Enhancements include: improved navigation when editing students, increased screen space and simpler processes. In parallel with these modifications is the development of a SARIS 'Sandpit', a single use training/play database for release in mid October this year. This facility will enable interested teachers to use the software without fear of recording mock information against actual students. More information about the Sandpit and access to it will be released prior to the student-free days in October/November. OER staff

will be available in Term 3 to demonstrate the software to senior staff by appointment. SARIS will be ready for use in 2005 to support Essential Learnings assessing as well as Senior Secondary TCE, VET and the Kinder Check. A formative 'workbook' and spell checker will be part of SARIS for 2005.

Kindergarten Development Check (KDC)

Contact: *Kaye Sierzant*

The second KDC was due to be completed by September 3 and the information sent to the Data Warehouse by Friday September 24.

Currently some schools have not sent their data. Please contact Kaye if this deadline has not been met.

During Term 3, intervention programs for students not achieving expected outcomes should be developed or continued utilising specific support where necessary. These programs should document the details of intervention strategies, expected outcomes, management details and dates for review.

Move Well Eat Well for Schools

Contact: *Kaye Sierzant*

This 3 year project (2004 – 2006) which is financed under the Community Support Levy funding involves the Department of Health and Human Services and the Department of Education's School Improvement Review (SIR) process. The project aims to make it easier for school principals and staff to identify and achieve targets in nutrition and physical activity to increase the health and wellbeing of Tasmanian school students.

All schools will have access to information on this project but resources will be directed to a limited number of schools identified through the SIR process which will enable more intensive planning, implementation and evaluation to take place.

A resource ("Menu of Options") will be progressively developed to support school communities.

School Improvement Review (SIR)

Contact: *Andrew Mahoney*

The following information has been forwarded to schools this term:

- Resources and requirements for completion of Partnership Agreements by SIR 2004 schools.
- Interim SIR arrangements for 2005.

Both are available on the web at www.staff.education.tas.gov.au/index/oer.htm

Corporate Report

Contact: *Andrew Mahoney*

Thank you for your cooperation in completing the data sets for the 2003 Corporate Report. The final report will be available later in the year.

Data Workshops

Contact: Andrew Oakley, Andrew Smith

The 'Interpreting and using the 2004 Literacy and Numeracy Monitoring Program and Value-adding Results' workshops will be held on the 23 Nov (Moonah PS) – South, 24 Nov (Mayfield PS) – North, and 25 Nov (Helleyer College) – North West. All sessions are 9.30 am – 1.00 pm. If you still wish to enrol, please forward the enrolment form available at <http://staff.education.tas.gov.au/pages/oer/workshops/index.htm> to OER, Administrative Officer, Jill Taylor.

National Assessments – Civics and Citizenship

Contact: Nigel Brown (62337020)

Thank you to those schools who are participating in the Year 6 and Year 10 Civics and Citizenship National Assessment sample in October. Please ensure that all information required by ACER has been returned.

Performance Indicators in Primary Schools (PIPS)

Contact: Kaye Sierzant

PIPS final assessments should be finished by Friday 15 October. Disks must be posted to reach Carmen Sum-Leggatt PIPS Australia Project, Murdoch University, South Street Murdoch WA 6150 by Friday 22 October. It is anticipated that the final assessment feedback will be available to schools from mid November.

Monitoring

Contact: Andrew Smith

The testing and marking phases of the 2004 Literacy and Numeracy Monitoring Program are now complete. OER is especially grateful for the assistance from schools in administering the tests, and providing full demographic information on students. Datafiles of the scanned results should be received from Western Australia by early October. OER will then analyse the results in preparation for publishing them on the intranet as soon as possible. This year, the process should be quicker than in previous years, because of changes made to the timeframe for reconciling student names and because we will be trialling new software, developed in conjunction with IMB, that should more efficiently calculate students' results. An additional testing program was undertaken to equate the Years 3, 5 and 7 tests, on the one hand, with the Year 9 tests, on the other. This will enable all students' results (from Years 3 to 9) to be reported on the same scale. OER is very grateful to the schools that volunteered for this extra 'link testing'. The new, continuous literacy and numeracy scales will be developed in 2005, in conjunction with the findings from the *Being Literate* and *Being Numerate* calibration, so that next year it should be possible to report students' literacy and numeracy monitoring results against aspects of the Essential Learnings.

Calibration

Contact: Heather Jatan

Some calibration tasks for Maintaining Wellbeing, together with their rubrics, samples of student responses and the matching progression levels are now available on the Learning Teaching and Assessment Guide. These will assist in understanding the standards, and may be used in conjunction with teachers' own assessments when making on-balance judgments.

This year, the standards for Being Literate and Being Numerate/Inquiry are being calibrated. Tasks have been written

and the tests will be administered in a number of schools in October. The results will be used to develop progression statements for these Key Element Outcomes. Following this, some of the tasks, their rubrics and samples of student responses will also be available on LTAG. As well, some of the tasks from this year's monitoring tests will be linked to the calibration tasks, providing a broader basis for analysis.

We are grateful to the teachers and officers who were involved in the writing of the tasks, as well as the schools that are supporting the project through their involvement in the testing program.

<http://www.ltag.education.tas.gov.au/>

Published Reports

Contact: Andrew Oakley

All 2003 published reports can be found on the OER internet site at <http://www.education.tas.gov.au/oer/> via the Reports link in the left border.

Data Management Tips

Contact: Jonathan Moritz, Andrew Oakley

Suspensions Information Management System (SIMS)

<http://suspensions.warehouse.education.tas.gov.au/>

Schools must continue to record all suspensions in SIMS during 2004. Contact OER (Jonathan Moritz or Andrew Oakley) if you need to change or delete a suspension that you've already entered into SIMS. Contact BSS (1800 816 057) if you're having trouble accessing or using the system.

To view a previously entered suspension go to

<http://suspensions.warehouse.education.tas.gov.au/viewsuspensions/details.asp>

Drug Related Incidents (DRI) System

<http://dri.warehouse.education.tas.gov.au/>

Schools **must** record all drug related incidents in the DRI System regardless of the action taken in response to the incident (ie not only suspension related incidents). See the *Management of Drug Issues and Drug Education in Tasmanian Government Schools and Colleges Policy* at: <http://connections.education.tas.gov.au>

Absence Data

The *Attendance, Participation and Retention of Students at School (Prep to Year 12) Strategic Policy 2003-2006* (see <http://connections.education.tas.gov.au>) requires that schools ensure all student absences in 2004 are recorded accurately in SACS during the school year, including colleges. Data should be maintained on a **regular and timely** basis.

Also see BSS Service Centre *Student Administration* via: <http://www.education.tas.gov.au/admin/servicecentre/> for information on recording suspensions and absences in SACS.

Contacting OER Phone 6233 7066

☎ Internet: <http://www.education.tas.gov.au/oer/>

☎ Intranet: <http://staff.education.tas.gov.au/index/oer.htm>

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