



Assessment Procedures

Tiering Tasks

Features of Tiered Tasks

All tasks will be tiered in all subjects (including Life Skills)

All exams in Years 7-9 will be tiered. Exams in Year 10 will not need to be tiered as these are often purchased from outside sources.

1. Layout and Design

Usual features (weighting, outcomes etc) still required

Parts A-C on the same page – may require outcomes etc on p2?

Three clearly identified sections

Part A

(Use this expression: To achieve a result in the Basic range you must...)

NUMEROUS SHORT ANSWER QUESTIONS

- 50% of available marks allocated to this section
- Focus must be on the central skills/knowledge identified unit
- Can be a range of question types not just MC eg cloze, match words with definitions, word banks, simple comprehension.
- Provide access to ALL students – It may be appropriate to include key definitions or terms and have students show their understanding
- Based around the 1-3 levels of Blooms – Knowledge, Comprehension, Application
- Level of language is crucial

EXTENDED RESPONSES

- In an extended response (eg essay, speech, etc a task requiring a single, unified response) Part A can identify the minimum requirements to gain marks around the pass mark. Key words might be “identify” and “describe” Scaffolds may be provided to all students.

Part B

(Use this expression: To achieve a result in the Sound - Thorough range you must...)

NUMEROUS SHORT ANSWER QUESTIONS

- 35% of total mark allocated to this section
- Focus on the “should” section identified in the unit
- Can be a range of question types but may require more detailed answers, dealing with more complex stimulus material or applying knowledge in new circumstances
- Based around 3-5 levels of Blooms Application, Analysis, Synthesis.

EXTENDED RESPONSES

- In an extended response (eg essay, speech, etc a task requiring a single, unified response) Part B can identify the features required to gain marks in the Sound-Thorough range. Key words might be “explain” and “justify”

Part C

(Use this expression: To achieve a result in the Extensive range you must...)

NUMEROUS SHORT ANSWER QUESTIONS

- 15% of total mark
- Focus on the “could” section
- Can be a single question, a range of questions or types of questions. It can deal more complex stimulus material. Open ended questions – see how far they go
- Based around 5-6 levels of Blooms – Synthesis and Evaluation

EXTENDED RESPONSES

- In an extended response (eg essay, speech, etc a task requiring a single, unified response) Part C can identify the features required to gain marks in the Extensive range. Key words might be “explain”, “analyse”, “justify” or “evaluate”

2. Marking Guidelines

Detailed marking guidelines must be provided for any question that requires more than a single word/phrase answer that is worth more than 3 marks.

Extended responses marked using the one marking scale – “best fit” as for what has been used for final grade in Year 10. Distinguishing features clearly delineated.

3. Issuing to students

Where appropriate staff, are encouraged to talk with students about the task when they give it out. This is not telling them how to do it, but an opportunity to clarify questions, expectations and requirements.