SCHOOL REFORM LONGITUDINAL STUDY

STUDENT PERFORMANCE SCORING MANUAL

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The University of Queensland
and Education Queensland

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Scoring instructions

Consider the explanations given for each dimension, using the descriptions of the scores from 1-4 on each to constitute the minimum criteria for each. Where difficulty is encountered in selecting between two scores, consider whether the minimum conditions of the higher score have been met. If these conditions have not been met, the lower score should be used. In determining scores for each dimension, the marker should only consider the evidence contained within the student work.

Dimensions

NOTES ON SCORING

A. Scores should be based only on evidence in the student's performance relevant to the criteria. Matters such as whether the student followed directions, neatness, correct spelling, etc. should not be considered unless they are relevant to the criteria.

B. Scores may be limited by tasks which fail to demand some of the performance dimensions, but the scores must be based only upon the work shown.

C. Scores should take into account what students can reasonably be expected to do at the grade level. However, scores should still be assigned only according to 'absolute' criteria in the performance dimensions, not relative to other papers that have been previously scored.

D. When it is difficult to decide between two scores, give the higher score only when a persuasive case can be made that the paper meets the minimal criteria for the higher score. If the specific wording of the criteria are not helpful in making this judgment, base the score on the general intent or spirit of the dimension described.

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1. KNOWLEDGE IS PRESENTED AS PROBLEMATIC

TO WHAT DEGREE IS KNOWLEDGE PRESENTED AS CONSTRUCTED?

Presenting *knowledge as problematic* involves an understanding of knowledge not as a fixed body of information, but rather as being constructed, and hence subject to political, social and cultural influences and implications.

Knowledge as given sees the subject content within the student performance represented as facts or as a body of truth. The transmission of the information may vary, but is based on the concept of knowledge as being static and able to be handled as property, perhaps in the form of tables, charts, handouts, texts, and comprehension activities.

NOTE: ***For the purposes of scoring this dimension, the focus is on the content of the student performance, and a judgement as to the proportion of the presented knowledge that is problematic.***

KNOWLEDGE AS PROBLEMATIC

None 1 . . . 2 . . . 3 . . . 4 Substantial

1 =	Student performance treats no knowledge as problematic. All knowledge is presented in an uncritical fashion.
2 =	Student performance treats minimal amounts of knowledge as problematic - interpretations are linked/reduced to a given body of facts.
3 =	Student performance treats moderate amounts of knowledge as problematic. Different knowledges are often presented as having equal status, and are equally accommodated and accepted.
4 =	Student performance treats substantial amounts of knowledge as problematic. Knowledge is seen as socially constructed, with conflicting implications and social functions producing resolution and/or conflict.

2. KNOWLEDGE EXPLICITLY VALUES ALL CULTURES

TO WHAT DEGREE ARE NON-DOMINANT CULTURAL KNOWLEDGES VALUED?

Cultures are valued when there is explicit valuing of their identity represented in such things as beliefs, languages, practices, ways of knowing. Cultural groups are distinguished by social characteristics such as gender, ethnicity, race, religion, economic status, or youth. Thus, their valuing means legitimating these cultures, through the inclusion, recognition and transmission of this cultural knowledge. The valuing of all cultural knowledges requires more than one culture being present and given status within the student performance.

Knowledge which is constructed and framed within a common set of cultural definitions, symbols, values, views and qualities, thus attributing some higher status to it, stands in contrast to this.

Note: Linked closely with knowledge presented as problematic, this dimension goes on to both recognise the social construction and hence conflicting nature of knowledge, and explicitly values that knowledge associated with sub-group cultures.

KNOWLEDGE VALUES ALL CULTURES

Only high status culture 1 . . . 2 . . . 3 . . . 4 Multiple cultural knowledges

1 =	Student performance demonstrates no explicit recognition or valuing of other than the dominant culture.
2 =	Student performance demonstrates minimal inclusion of Others' cultures, with weak valuing, through simple reference to a particular feature(s) of them or their existence.
3 =	Student performance demonstrates moderate inclusion of Others' cultures. Different cultures are explicitly valued through equal inclusion and use of the knowledge/ perspective of the group, alongside the dominant culture.
4 =	Student performance demonstrates substantial inclusion of Others' cultures. Different cultures are equally valued such that the concept of a dominant culture is excluded in both its content and form.

3. HIGHER ORDER THINKING

TO WHAT EXTENT DO STUDENTS USE HIGHER ORDER THINKING?

Higher Order Thinking requires students to manipulate information and ideas in ways which transform their meaning and implications. This transformation occurs when students combine facts and ideas in order to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems and discover new (for them) meanings and understandings. This dimension is thus concerned with the extent to which students use higher order thinking in their assignment work.

This dimension is only concerned with the extent to which students use analysis in relation to the subject area being examined. Hence, in a science assignment, only scientific analysis is to be considered. In instances where subject boundaries are unclear the student should be given the benefit of the doubt.

Note: The reciting of factual information or employing rules and algorithms through repetitive routines is not higher order thinking.

HIGHER ORDER THINKING

No higher order thinking 1 . . . 2 . . . 3 . . . 4 Substantial higher order thinking

1 =	Student performance does not use any higher order thinking; i.e., the student either recites or participates in routine practice.
2 =	Student performance demonstrates minimal amounts of higher order thinking as a minor diversion within the assessment performance.
3 =	Student performance demonstrates moderate amounts of higher order thinking to hypothesise, argue, formulate or construct answers to the problem(s) set in the assessment item.
4 =	Student performance demonstrates substantial amounts of higher order thinking in order to hypothesise, argue, formulate or construct answers to the problem(s) set in the assessment item.

4. DEPTH OF UNDERSTANDING

TO WHAT EXTENT DO STUDENTS DEMONSTRATE A DEPTH OF UNDERSTANDING OF IMPORTANT DISCIPLINARY CONCEPTS?

Student performance demonstrates an understanding of important disciplinary concepts when it uses concepts, ideas, theories or principles from the discipline to make connections with other disciplinary concepts or other disciplines, or when it uses concepts, ideas, theories or principles to interpret and explain specific, concrete information or events. Instead of being able to recite only fragmented pieces of information, students develop relatively systematic, integrated or holistic understandings. Mastery is demonstrated by their success in producing new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.

This dimension seeks to measure the extent to which students demonstrate use and understanding of important concepts within the discipline. A useful first step in marking this criteria would be to determine what disciplinary concepts a student needs to use or demonstrate to complete the set task. Some students may score lowly on this dimension because the task does not require the students to understand or use disciplinary concepts.

Note: Student performance does not demonstrate a depth of understanding of important disciplinary content when it only contains simple recitations of facts or formulas or when it only contains applications of algorithms. Evidence of shallow understanding by students exists when they do not or can not use knowledge to make clear distinctions, arguments, solve problems and develop more complex understandings of other related phenomena.

DEPTH OF UNDERSTANDING

Minimal depth of understanding of concepts	1....2....3....4	Substantial depth of understanding of concepts

1=	Student performance does not demonstrate an understanding of any important disciplinary concepts. Some key concepts and ideas may be mentioned or covered by the student, but the student only demonstrates a superficial acquaintance or trivialized understanding of these complex ideas.
2=	Student performance demonstrates a minimal understanding of important disciplinary concepts.
3=	Student performance demonstrates a moderate understanding of important disciplinary concepts.
4=	Student performance demonstrates a substantial understanding of important disciplinary concepts.

5. ELABORATE WRITTEN COMMUNICATION

TO WHAT EXTENT IS ELABORATE WRITTEN COMMUNICATION PRESENT?

Elaborate written communication is present in a student's performance when the response to the assessment item demonstrates a coherent communication of ideas, concepts, arguments and/or explanations through the process of writing. This form of communication is rich in detail, qualifications and argument.

ELABORATE WRITTEN COMMUNICATION

No elaborate written communication 1 . 2 . .3 . .4 Substantial elaborate written communication

1 =	Student performance demonstrates no elaborate written communication.
2 =	Student performance demonstrates minimal amounts of elaborate written communication.
3 =	Student performance demonstrates moderate amounts of elaborate written communication.
4 =	Student performance demonstrates substantial amounts of elaborate written communication.

6. RESPONSIBLE CITIZENSHIP

TO WHAT DEGREE DO STUDENTS DEMONSTRATE RESPONSIBLE CITIZENSHIP?

Students demonstrate responsible citizenship when they display an awareness of the importance of creating positive human relationships and of respecting individuals. Responsible citizenship may also involve recognising the impact of individuals on their community and environment. It involves students accepting that a harmonious and "good" society relies on its members respecting and exercising individual rights and responsibilities.

RESPONSIBLE CITIZENSHIP

No responsible citizenship 1 . . . 2 . . . 3 . . . 4 Substantial responsible citizenship

1=	Student performance demonstrates no concern for responsible citizenship.
2=	Student performance demonstrates minimal concern for responsible citizenship.
3=	Student performance demonstrates moderate concern for responsible citizenship.
4=	Student performance demonstrates substantial concern for responsible citizenship.

7. CONNECTEDNESS TO THE WORLD BEYOND THE CLASSROOM

TO WHAT EXTENT DOES THE STUDENT MAKE CONNECTIONS BETWEEN THE TASK AND THE WORLD BEYOND THE CLASSROOM?

This scale measures the extent to which there are suggestions that the student treats the assessment as having value and meaning beyond the assessment context. Two areas in which student work can exhibit some degree of connectedness are: (a) a real world public problem; i.e., students confront an actual contemporary issue or problem, such as applying statistical analysis in preparing a report to the City Council on the homeless. (b) students' personal experiences; i.e., the student performance focuses directly or builds upon students' actual experiences or situations.

Note: A student piece of work which has no connectedness to the world beyond the classroom will contain no indicators suggesting that the performance in the assessment item will have an impact on others.

CONNECTEDNESS TO THE WORLD BEYOND THE CLASSROOM

No connection 1 . . . 2 . . . 3 . . . 4 Connected

1=	Student performance makes no clear connection between performance in the task and anything beyond the classroom.
2=	Student performance makes minimal connections between their response to an assessment item and the world beyond the classroom. For example, a student suggests that understanding Middle East history is important for politicians trying to bring peace to the region; however, the connection is weak.
3=	Student performance makes moderate connections between their response to an assessment item and the world beyond the classroom. They explore these connections in ways which create personal meaning and significance for the knowledge.
4=	Student performance makes substantial connection between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to affect or influence a larger audience beyond their classroom in one of the following ways: by communicating knowledge to others (including within the school), advocating solutions to social problems, providing assistance to people, creating performances or products with utilitarian or aesthetic value.

8. TRANSFORMATIVE CITIZENSHIP

TO WHAT DEGREE IS THE PRACTICE OF TRANSFORMATIVE CITIZENSHIP EVIDENT?

Transformative citizenship acknowledges that in a democratic society all individuals and groups: have the right to participate in all of the democratic practices and institutions within that society; have the right to engage in the creation and transformation of that democratic society; have the responsibility to ensure that no groups or individuals are excluded from these practices and institutions; have the responsibility to ensure a broad definition of the political includes all relationships and structures throughout the social arrangement.

Transformative citizenship is present in any assessment item in any subject domain when the student elaborates upon the meaning of such citizenship.

TRANSFORMATIVE CITIZENSHIP

No transformative citizenship 1 . . . 2 . . . 3 . . . 4 Substantial transformative citizenship

1 =	Student performance makes no mention of the practice of transformative citizenship.
2 =	Student performance makes minimal reference to the practice of transformative citizenship.
3 =	Student performance makes moderate reference to the practice of transformative citizenship.
4 =	Student performance makes substantial reference to the practice of transformative citizenship.