2022 Community Connections Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Community Connections was undertaken for the first time in 2022. The subject was used in a variety of ways, from intentional program design from the beginning of the year, to conversions from other SACE subjects, which gave students greater opportunities to gain credit for completed assessment tasks in their initial SACE subject.

There was a lot of cross over with Industry Connections, which also saw its first implementation in 2022. Teachers are encourage to consider both subjects to consider which subject would be more beneficial to the student.

Uploading of student evidence for online moderation was successfully managed for most of the student work. PDF files included section headings which enabled moderators to clearly find evidence of student work. This could be something utilised more with, such as signposting the work in discipline subjects to provide moderators what knowledge and understanding to be looking for.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Markers and moderators noticed a lot of cross over between the AT2: Reflection and the AT3: Community Application Activity. These are two distinct assessment types, with the AT3: Community Application Activity emphasising demonstration of learning, while the AT2: Reflection emphasises reflection upon the learning undertaken, with reference to the AT3: Community Application Activity. Students may benefit from completing AT2: Reflection last in the teaching program.

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking and comments are clear
* clearly identifying the selected Stage 2 subject
* use signposting to clarify and identify the learning that has occurred, especially for discipline rich subjects in which moderators may not be experts in
* clearly identifying students in recordings and videos, specifically if recordings have been done with multiple students.

Assessment Type 1: Folio (50%)

For this assessment type, students provide evidence of learning from the completion of at least two tasks for a 10-credit subject, or four tasks for a 20-credit subject. Tasks and evidence should show specific learning requirements from the selected Stage 2 subject, and addresses their development of:

* knowledge and concepts related to the selected Stage 2 subject
* specific skills related to the SACE Stage 2 subject.

This assessment type must show evidence of students’ learning in relation to the assessment design criteria Knowledge and Understanding (KU1, KU2)/

Teachers can elicit more successful responses by:

* encouraging multimodal responses and evidence
* encouraging student agency and the design of tasks to be student led
* using an intentional and balanced assessment of KU1 and KU2 across the Folio tasks
* ensuring students have adequate opportunity to demonstrate skills and knowledge through the AT1: Folio, particularly when converting students from other SACE subjects. Some students were limited by the division of one larger task being divided into three or four smaller ones, resulting in a lack of evidence of the student’s development of skill or learning.
* finding a good balance of ‘traditional’ standalone test style assessments focussed on the technical aspects of the subject, mixed with innovative approaches that allow students to develop other skills, such as including video presentations and assessments that build and connect to each other throughout the subject.

The more successful responses commonly:

* provided multiple forms of evidence of how the student met the knowledge and skills from the SACE subject
* utilised multimodal evidence of practical application such as videos, annotated photographs and multimodal presentations that demonstrated clear development of knowledge and/or skills. For example, practical subjects demonstrated this through annotated images including, specifically in Hospitality, Physical Education, Agriculture or Music/performance practicals
* drew upon a wide range of subject-based tasks to effectively showcase a range of knowledge and/or skills. For example, through research tasks from Science as a Human Endeavour tasks, Contemporary Issues Tasks, or what would have been a major investigation such as a Resource Study in Material Solutions
* used subject specific terminology and key concepts within the tasks submitted
* were able to provide descriptions or analysis in non-practical subjects. The work that was submitted for these students had obviously been tailored to represent their highest levels of achievement throughout the year. This could have been through the adjustment of original tasks, or the selection of key tasks that the student performed well in
* provided evidence of one or more of the learning requirements addressed from the original SACE subject
* included critical reflection or analysis of performance, incorporating peer assessment, feedback sheets or self-assessment
* included a planner, diary or journal that supported the evidence of the development of key concepts or skills
* clearly identified where evidence was of KU1 or KU2

The less successful responses commonly:

* were over-scaffolded, limiting demonstration of deep knowledge or skill development.
* Featured very basic or little primary evidence of the skills and knowledge that the student was learning
* included tasks such as tests that a student poorly performed in. Students in these cases would benefit from having tasks built from these learning experiences and given the opportunity to revisit the material, which would demonstrate their development of knowledge.
* included tasks with limited context or description. This made it difficult to understand what the student was providing evidence of.
* included simplistic, short paragraphs in a PowerPoint, alongside a limited description and limited evidence of application of skills by the student in a photograph or image
* provided only a list of achievements, without evidence of personal achievement or involvement. Students must demonstrate development of knowledge and skills through folio tasks.

Assessment Type 2: Reflection (20%)

For this assessment type, students reflect on the development of knowledge, concepts and skills related to the selected Stage 2 subject, as well as the development of their planning, organisational, problem solving and decision-making skills through their AT3: Community Application Activity. Lastly, students consider the development of their selected SACE capability using evidence of actions taken.

For this assessment type, students provide evidence of their learning in relation to the assessment design criteria Reflection and Consideration (RC1, RC2, RC3).

Teachers can elicit more successful responses by:

* ensuring they are marking against the correct performance standards
* guiding students to reflect on what they have learnt, and capabilities developed, rather than recount actions taken.

The more successful responses commonly:

* clearly articulated how their knowledge, understanding and skills evolved throughout the course and connected this to their community application activity
* clearly evaluated the development of new knowledge and skills and how they might relate to future pathways
* provided evidence of how the planning, organisation and problem solving that they undertook assisted (or didn’t) their completion of the activity
* clearly explained what knowledge and skills of the SACE subject was utilised in the planning and decision-making process for their community application activity
* connected learning to the wider community, as well as clearly articulating community involvement or connection
* clearly set out with logical subheadings that allowed student to reflect on all the requirement elements and express clearly their capability development with examples embedded in their responses
* unpacked more than one capability in detail and related it to the AT3: Community Application Activity and some AT1: Folio with excellent communication. These responses were clear, logical and easy to understand,
* matched capabilities appropriately to the Community Application Activity in order to make clear connections. Examples include identifying the development of Creative and Critical thinking and Numeracy when designing, measuring, costing, and building a community garden as part of a Community Activity linked to Material Solutions)
* broke down the performance standard and responded to each aspect in a specific and targeted way
* considered what they were lacking in regard to understanding and skills, and how they could further develop such understanding and skills
* listed specific issues that they ran into and discussed how they overcame these in order to be successful
* demonstrated evidence of student reflection on achievement in a test, evaluating what a next step would be or how the information could be used, through audio recordings of discussion with the teacher or a written response
* used a variety of evidence, including reports, products, assignments, photographs with annotations, videos, computer games or performances
* made effective use of multimodal responses, such as recording an oral over a visual representation of their work, reflecting whilst discussing the completed task
* if it was a group task, students had clearly identified roles and reflected on their own role and other aspect of their participation when working with others to achieve the collective goal.
* were carefully drafted and edited to ensure effective communication of knowledge, skills, and selected capabilities

The less successful responses commonly:

* recounted or summarised their activity without addressing the relevant subject-specific knowledge and skills often focussing on what they did with limited reflection on their successes
* provided a recount of what issues they ran into and what they did to solve the problem, with limited evidence of reflection on the appropriateness or success of the decisions
* featured broad and general statements of a capability developed without expanding on how it was developed. In such responses, understanding of the capability was superficial, or relied on rewording of the capability description.
* missed the opportunity to demonstrate RC3
* drew from a scaffolded activity, resulting in limited demonstration of the role of the individual student in the decision making or planning
* relied on tightly scaffolded questions, limiting opportunity to demonstrate the task requirements or assessment design criteria.
* did not include a reflection task
* wrote excessively, exceeding the word count significantly. Some responses also submitted excessive amounts of unnecessary additions (appendix) that did not impact the grade.

External Assessment

Assessment Type 3: Community Application Activity (30%)

Many of the Community Application Activities in 2022 were accompanied with planning and photographic evidence of the activity undertake. Teachers and students are encouraged to continue collecting this evidence while undertaking the activity to maximise opportunities to demonstrate the requirements and assessment design criteria of the Community Connections course.

This assessment is designed by the student. Students connect their community application activity to a community context. They take and apply the knowledge, skills, and understanding of the aspect or area of interest to a community context. Examples of community application activities are in the ‘Ideas for Activities in each Field of Study’ section.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

Students must demonstrate the assessment design criteria Application and Connection — AC1, AC2 and AC3

The more successful responses commonly:

* featured a community application activity that was of personal interest for the student, and designed with strong student voice
* selected a Community Activity task that was completed over several weeks rather than one single day. This allowed for the identification and authentic development of skills and capabilities over time, as well as the student opportunity for substantial planning, organisation, research, and skill building, but in which the final outcome can be carried out within an hour or two
* made a clear statement of how the skills developed during the learning activities of a subject were transferable to the Community Activity
* identified clear goals that were set by students, and both discussed and reflected on the successfulness of the plans made to achieve these
* demonstrated comprehensive and systematic planning and organisation by utilising tables, images and timelines to show the actions taken
* considered multiple strategies used to meet goals and completing tasks
* linked the planning of tasks to the curriculum learning within specific subjects
* clearly identified in their planning documents who the community members were that they were engaging with. Such responses showed strong community involvement and connection.
* were guided by a support network of teachers, SSOs or community members in developing strategies in order to achieve the final community activity, while still providing the student agency and independence.
* presented the evidence with an effective range multimodal evidence, such as annotated photos, videos, interviews, blogs, mind maps and action plans
* undertook Community Activities whereby their individual role or responsibilities were clearly delineated, allowing the student the ability to discuss in detail their planning, decision making and reflect on their own development. This allowed students to meet group goals as an individual and provide group success.
* identified the most appropriate capability/capabilities for the chosen subject area and activity in order to make clear connections. For example, identifying the development of Critical and Creative thinking and Numeracy in designing, measuring, costing and building a community garden as part of a Community Activity linked to Material Solutions
* identified a maximum of two capabilities that were developed during the activity. This provided targeted opportunities for the student, enabling effective focus for development, discussion and reflection.

The less successful responses commonly:

* provided little indication of the role of the individual student in the decision making or planning of the activity
* relied solely on a pre-existing or prescribed task, limiting demonstration of evidence of planning or connection
* relied on an over-scaffolded task or activity, limiting student’s voice in articulating how the community application activity benefits them and its future possibilities to the community and themselves, as well as demonstrating how the knowledge, skills and capabilities evolved by connecting with the community whilst undertaking their community application activities
* undertook an activity that did not reflect the leaning that took place in a subject. This limited opportunity to effectively demonstrate the assessment design criteria.
* did not explicitly identify capabilities that were developed, rather implying them through the production of evidence (e.g. calculations demonstrate numeracy capability)
* gave an overview of their activity with little inclusion or development of planning documents
* identified one or two ways that they planned their activity, but did not identify how this assisted them in carrying out the activity or the success of this planning
* utilised a task from the AT1: Folio and called it the Community Application Activity. Please sure evidence of learning is not repeated across assessment types, as per the *Reuse of Assessed Work* Policy.
* recounted their community application activity without addressing the relevant subject specific knowledge and skills
* provided limited evidence of connecting with the community
* did not clearly identify the community application activity that was being undertaken
* provided a recount of how their knowledge and skills developed without clearly indicating what the community application activity was
* gave general statements of how the community benefits from their community application activity but does not expand or provide examples

General

Effective uses of the Community Connections course included intentional design and connections between assessment tasks, particularly when AT1: Folio tasks were used to prepare the student for the AT3: Community Applications Activity. For example, a student using the AT1: Folio to prepare food action plans, create recipes and develop skills, preparing the student for the Community Applications Activity which was a seven course degustation for their teachers as a thank you.

Students may not submit the same work or evidence for assessment both the AT1: Folio and the AT3: Community Applications Activity. It is highly encouraged to design the Community Connections Activity to be clearly different from the Folio tasks. Students can use information or ideas gained in one task as the basis of another, but cannot use the same piece of work for multiple assessment tasks. Please refer to the *Reuse of Assessed Work* policy for information.

It is vital that teachers are reminded that the evidence presented must be of student work, and therefore a teacher checklist of skills (e.g. those used in Physical Education) are not enough evidence to allow students to achieve in the higher bands. In these cases, encouraging the student to provide annotated images or videos of the student undertaking the practical aspect of the course would be more beneficial.