# Integrated Learning Subject Assessment Advice

## Overview

2017 is the final year of the current version of the Integrated Learning subject outline. The renewed Stage 1 and Stage 2 Integrated Learning subject outline will be taught for the first time in 2018.

Subject assessment advice, based on the previous year’s 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.

# School Assessment

Assessment Type 1: Practical

The Practical consists of 30% of the school assessment, and is moderated. Practical assesses Application, Investigation and Analysis, Evaluation and Reflection, and Understanding.

As in previous years, students provided a range of evidence including photographic and video evidence, student annotated checklists, background research and skill/concept analysis. Where student evidence specifically addressed the assessment design criteria, rather than simply recalling events, students were generally able to achieve at the higher levels of the performance standards. The Understanding criterion is better shown when tasks design allows students to address key areas of study (capabilities) and their connection to program focus. Tasks that required students to conduct background research (investigation) and analysis of findings generally elicited better evidence from students.

In the Practical, at least one task must include peer and self-assessment (Evaluation and Reflection). Those who were successful in meeting performance standards to a high level were able to comment on feedback and discuss any relevant decisions made to improve learning.

Evidence provided for the Practical must be student evidence. Teacher evidence, such as a checklist or report, can only be used as support for student evidence.

The more successful responses commonly:

* provided a variety of individual evidence to demonstrate how their knowledge, concepts and skills related to their program focus had developed and been applied throughout the tasks
* used a variety of research methods and sources
* analysed findings and relate them to the program focus
* reflected on their own learning using feedback from peer assessment
* showed evidence of the student using feedback from the teacher and/or others to evaluate their own performance
* commented on the connections between the program focus and the development of relevant capabilities (to demonstrate Understanding).

The less successful responses commonly:

* contained very little student evidence, with mostly teacher-supporting evidence or checklists
* did not reflect on peer and/or self-assessment
* were unable to communicate or explain how they had developed their capability/ies to demonstrate Understanding
* had limited or no investigation to back up the practical activity.

Assessment Type 2: Group Activity

The Group Activity consists of 20% of the school assessment, and is moderated. The Group Activity covers Application, Investigation and Analysis, Communication and Collaboration and Evaluation and Reflection.

For the Group Activity, students share ideas and decision making by working collaboratively with others, identifying their contribution, and reflecting on their learning. Students provided evidence of planning, collaboration and organisation in a variety of formats including meeting minutes, lesson plans, reflections, notes, emails, presentations, programs and running sheets. Students who achieved at the higher levels of the performance standards also included individual research and analysis (relevant to the aspect of the Group Activity they were responsible for), stating sources and an analysis of what they had found.

Peer and self-assessment is an important aspect of the Group Activity. For students to achieve at the higher levels of the performance standards, students should reflect on feedback received from others (i.e. peers, teachers etc.) and discuss how they used this to enhance their learning or improve their outcome / product.

The more successful responses commonly:

* identified their individual role in the Group Activity and were able to explain what/when/why/how they contributed to the task
* included individual student evidence that showed depth and range of learning
* responded to tasks that allowed for students to undertake long term collaborative tasks
* showed reflection on peer assessment and linked this to other assessment design criteria
* analysed the researched information and personalised their response.

The less successful responses commonly:

* relied on group evidence
* analysed the group efforts instead of their individual learning
* demonstrated limited investigation and analysis
* included application at a basic or foundational level
* did not reflect on how individual efforts contributed to the outcome of the Group Activity.

Assessment Type 3: Folio and Discussion

The Folio and Discussion is 20% of the school assessment, and is moderated. The Folio and Discussion assesses Application, Communication and Collaboration, Evaluation and Reflection and Understanding.

The Folio and Discussion is a single task assessed holistically – one complements the other. Commonly it is either undertaken as a new individual task, or an overview of learning undertaken through the year with additional evidence and materials. Any work presented in the Folio and Discussion must be new evidence and cannot be a duplication of work presented for any of the other three assessment types. It isessential that students provide evidence of discussion (i.e. video or voice recording, transcript etc.). Where teachers ask questions of students, the questions should be designed to elicit evidence of specific aspects in the performance standards.

The more successful responses commonly:

* contributed to Discussions that were mainly run by students rather than one on one questions from the teacher
* showed clear connections between the program focus and the capabilities (in both Folio and Discussion)
* demonstrated evidence of the skills/knowledge/concepts they had covered
* showed a range of tasks allowing for students to demonstrate higher levels of Evaluation and Refection, as well as Understanding
* had clearly undertaken preparation for the discussion, for example practice (formative) discussions

The less successful responses commonly:

* included only a Folio, with no evidence of a Discussion
* included only a Discussion, with no evidence of a Folio
* read from a script during the Discussion
* repeated content without reflecting on it, in either the Folio or Discussion
* had significant scaffolding and guidance by the teacher during the Discussion, for instance the teacher spoke too much with little student evidence.

## Assessment Type 4: Project

The Project is the external assessment and is weighted at 30%. Each student’s Project is marked initially by the teacher, then submitted to the SACE Board and marked again by a marker appointed by the SACE Board. The Project assesses Application (A1 & A2), Investigation and Analysis (IA1 & IA2), Communication and Collaboration (CC2 & CC3), and Understanding (U1).

The external assessment is an opportunity for students to explore an aspect of the program and/or capability relating to the overall Integrated Learning program focus. Students completed tasks covering a wide range of topics, including sport and recreation, horticulture, religion, social justice issues, hospitality, the arts, information technology, and community services. It is important to note that, while scaffolding may be important, students who were given the opportunity to develop a response related to an area of personal interest tended to meet the performance standards to a higher level as they could develop their own focus and understanding.

The more successful responses commonly:

* were completed by students who had individually developed tasks which had personal significance or relevance
* completed their own research and showed evidence of understanding the relevance of their personal learning. This allowed a more thorough analysis of their findings and a stronger understanding of how it related to their chosen capability
* included bibliographies to demonstrate investigation using a variety of sources (IA1)
* explicitly discussed the link between their chosen capability and the program focus (U1)
* explicitly discussed and analysed concepts, skills or ideas from a range of perspectives (IA2). Examples included customers and service providers or age-related issues in recreational activities.

The less successful responses commonly:

* had the same scaffolded template for all students in the class
* worked in a group. These students commonly failed to show a clear understanding of their own personal learning or individual analysis. The external assessment is an individual task, not a group task
* showed limited evidence of analysis from a range of perspectives
* simply recounted personal experiences which does not meet the performance standards, particularly in the investigation and analysis area
* were highly scaffolded, which impacted on their Understanding, and Investigation and Analysis
* showed limited understanding or explanation of the connections between the program focus and the capability in each chosen key area; for example, to show the link between their focus on learning the principles of wellbeing and their capability for Personal Development.