# Cross Disciplinary Studies Subject Assessment Advice

## Overview

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 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.

Achievement at higher grade levels involved clear, detailed and in-depth analysis of the *learning interest* (refer to subject outline), and incorporated specific understanding of the selected disciplines. Teachers are advised to clearly identify in their Learning and Assessment plan and on each task sheet the specific features of the assessment design criteria being assessed, to assist students with the presentation of their evidence of learning. If one or more capabilities have been chosen for assessment of Knowledge and Understanding (KU3), these should be also clearly identified on task sheets and in the Learning and Assessment Plan. Please note: it is not a requirement to assess all of the capabilities.

# School Assessment

Assessment Type 1: Commentary

A commentary should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

The more successful responses commonly:

* involved a process of thoughtful selection of disciplines with which to create the focused study
* responded to well-crafted, open ended topic questions which encouraged students to provide detailed and in-depth analysis of the complexity, the issue and problem-solving
* had a clear and logical direction, and were the result of explicit guidance in how to meet the requirements of the chosen specific features of the assessment design criteria
* used a range of judiciously selected evidence including, where appropriate, discussion, images, charts, diagrams and/or photos to support conclusions
* were in response to assessment task designs which had appropriate levels of scaffolding to support demonstration of evidence at all grade levels.

The less successful responses commonly:

* provided extensive information, including charts, graphs and other data without detailed and in-depth analysis and evaluation
* were overly scaffolded (or under scaffolded) responses. Too much scaffolding restricted students’ opportunities for detailed and in-depth analysis and evaluation, and instead led students to provide simplistic or one-dimensional answers
* did not utilise the allocated word-limit / time-limit thoroughly to demonstrate the extent of their learning.

Assessment Type 2: Group Project

This assessment type is designed to assess each student’s ability to work collaboratively and plan, organise and implement a group project which focuses on a learning aspect of the content. Opportunities to collaborate in decision-making processes and to share responsibilities should be available to each student.

The more successful responses commonly:

* demonstrated collaboration skills in a range of situations and provided evidence of detailed and in-depth learning in relation to the learning interest
* involved clear identification of the roles and responsibilities of each student
* applied the knowledge acquired to problem-solving through the application of analysis skills.

The less successful responses commonly:

* provided mostly a recount of what the group did
* did not provide opportunities for analysis, reflection and evaluation of contributions to tasks and solutions
* were unclear about which capabilities were being assessed, where applicable.

Assessment Type 3: Presentation and Discussion

The presentation and discussion combined should be a maximum of 15 minutes, including a maximum of 7 minutes for the presentation.

The more successful responses commonly:

* were responses to well-crafted questions which provided students with opportunities to demonstrate a range of evidence of learning, against each of the criteria
* demonstrated learning through a combination of oral and multimodal presentation
* provided students with time to reflect after their presentation and before their discussion, rather than expecting spontaneously detailed and in-depth responses straight after their presentation
* included an accurate transcript of the presentation and discussion.

The less successful responses commonly:

* gave a recount of information
* did not provide opportunities for students to demonstrate their analysis and evaluation skills in depth and detail.

# External Assessment

Assessment Type 4: Analysis

This assessment type requires analysis tasks to be completed in 60 minutes under supervision.

The more successful responses commonly:

* had clear and thorough Knowledge and Understanding of the learning interest and how key features of the chosen disciplines can be applied to provide solutions
* provided an extended response to show detailed and in-depth analysis of data, information, issues and/or solutions to a problem or problems
* were responses to open ended questions which encouraged students to provide detailed and in-depth analysis of the complexity of the issue and/or information
* provided opportunities for students to include reflection and evaluation of their own learning in relation to the learning interest.

The less successful responses commonly:

* were in response to a number of closed or one-dimensional questions which limited opportunities for students to show in-depth and detailed analysis, at various grade-levels against the performance standards
* were over scaffolded in the task design and/or assessed against a linear marks scheme which limited opportunities to show depth and breadth of learning.