



Final Internal Assessment Methodology

While the basic concepts of finalising assessments are discussed in the TASC [Determining Final Ratings](#) information sheet, this 'Final Internal Assessment Methodology' sheet provides a more detailed explanation to assist teachers in determining internal ratings.

Each year in Term 4, TASC provider schools are required to report final internal ratings on each course criterion to TASC. This is done by each course teacher. The reporting period is consistent each year and ensures adequate time before the release of student results. The 'rules' or 'considerations' teachers use to bring together the various assessment judgements made over the year for each criterion is the *final internal assessment methodology*.

TASC expects that a written final internal assessment statement will be part of assessment records so that if a teacher is absent during the final reporting period, others can access the records and make final internal assessment judgements comparable with those the teacher would have made. Without this, students can be unfairly disadvantaged (or advantaged). To ensure transparency in the process, students should also be aware of how their final ratings have been determined.

It is useful to consider how the principles of criterion-based assessment impact final assessment judgements:

Principles of Final Assessment Judgements	Comments	Questions for teachers to consider
Consider the relative weight/significance of each task	<p>Different tasks have different significance in the final assessment judgements due to:</p> <ul style="list-style-type: none"> the amount of time they take to complete their relative complexity the scope of learning assessed whether they are a formative or summative assessment. <p>For example: One single 'B' on a <i>minor</i> task at the end of the year might not result in an overall 'B' if all prior assessments were 'C' ratings.</p>	<ul style="list-style-type: none"> Do my records clearly indicate the relative weighting/significance of each assessment task? How are achievements on non-major tasks used to inform final judgements? If 'medium' weighting is used as an indicator, how are these tasks used to inform final judgements? Does my assessment 'rule' consider the degree to which each task weighting contributes to the final judgement?
Reflect endpoints in learning	<p>Final assessment judgements are not based on averaging assessments throughout the year.</p> <p>Being able to identify endpoints requires clear notations in the assessment record of the date of each assessment judgement.</p> <p>For example: If an 'A' rating was achieved on a major project that brought together learning from across the year, a single 'A' rating might be a reliable indicator of the endpoint achievement.</p>	<ul style="list-style-type: none"> Do my records have clear dates of assessment? How many achievements do I consider to be a firm indicator of endpoint achievement? Does my assessment 'rule' consider and include the concept of endpoints?

Principles of Final Assessment Judgements	Comments	Questions for teachers to consider
Consider consistency of achievement	<ul style="list-style-type: none"> A series of similar achievements later in the year is a sound indicator of consistent achievement (e.g., B, B, B- and B+ in Terms 3 and 4 are indicators of a final B). One single 'A' rating at the end of the assessment might not mean a final 'A' rating. <p>For example: if an 'A' was achieved on a minor assessment task and all prior assessments were 'C' ratings, the final rating would most likely be a 'C'.</p>	<ul style="list-style-type: none"> How many similar achievements do I consider to be a firm indicator of consistent endpoint achievement? Is this indicated in my assessment 'rule'?
Consider the validity and reliability of the achievement	<ul style="list-style-type: none"> If a student's achievement was gained on a <i>group</i> task, this may not be reflective of that <i>individual</i> student's achievement. By their very nature, assessment tasks that are done under test conditions or have had the oversight of the teacher throughout the progression of the assessment will be more valid and reliable assessments than those done as homework tasks and without the supervision of the teacher. 	<ul style="list-style-type: none"> Are there any tasks that I consider to be more reliable as an indicator of achievement than other tasks? Does my course have any assessments that are more significant than the term 'major' might imply? If so, have I indicated these in my assessment records and described their impact in my assessment 'rule'?

[Examples of Final Internal Assessment records](#) can be found at 'Tools for teachers' on the TASC website.

Other factors also need to be considered:

- the number of 'z' ratings that will be accepted throughout the year before they have an adverse impact on the final rating.
- whether a 'z' on a final major project would cap a final rating at a 't' or a C.
- whether 'z' ratings due to serious illness are treated differently to 'z' ratings of a student who did not wish to submit the work.
- how ratings achieved in a mid-year examination are used. The mid-year exam can be a major summative task, but also might be used as a 'practice' for the external exams and therefore has a formative aspect. If a student who typically achieves good results gets poor ones on their mid-year, what impact does this have on the final ratings?

THINK	<i>As a teacher, do my records and systems have enough clarity and detail that another person could make the same final rating determinations that I would, based on the evidence of the assessment record and final assessment statement?</i>
DISCUSS	<i>As a school, how and when do we have professional discussions about this topic? What are our expectations, and how are these communicated to teachers and monitored? How can our staff best be supported in their roles?</i>
DO	<i>What actions are needed at our school? Who is going to drive them? What are the timelines? How will we measure their success?</i>