

## **Part B**

### **Chapter 2** **National Civics and** **Citizenship School** **Assessment materials**

# MCEETYA



## National Assessment Program – Civics and Citizenship Year 6 School Assessment

2004

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## Chapter 2

# National Civics and Citizenship School Assessment Materials

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### Overview

The items used in the National Civics and Citizenship School Assessment materials have been released from the 2004 National Sample Assessment to enable teachers to administer the assessment tasks under similar conditions and to gauge their own students' proficiency in relation to the national standards.

The National Civics and Citizenship School Assessment materials provided here are representative of the items contained in the National Civics and Citizenship Sample Assessment for Year 6.

The remaining 2004 assessment items have been secured for the purpose of equating the next National Sample Assessment (which is to be undertaken in 2007) with the 2004 assessment, so that longitudinal data on student performance can be obtained.

### Resource Materials

The print materials required to conduct the Civics and Citizenship School Assessment, analyse the performance of students and gauge their proficiency against the national civics and citizenship standards, are provided as appendices within this document and may be reproduced freely.

The print assessment materials include:

- The Year 6 Assessment Booklet
- Assessment Administration Guidelines
- Marking Guide
- Class Record Sheet
- Item Analysis Sheet
- Class Analysis Sheet

## Using the Results from the Civics and Citizenship School Assessment

Civics and citizenship education is a contested area. Within Australia, the definitions associated with certain key concepts have not been agreed upon across jurisdictions or their appearance in formal curriculum documents until recently (*Statements of Learning for Civics and Citizenship* at <http://www.mceetya.edu.au>).

Consequently, in schools the implementation of civics and citizenship education is variable. In addition, the manner in which civics and citizenship is taught will vary according to individual classrooms, teachers' own civics and citizenship backgrounds and their enthusiasm for civics and citizenship.

Although there is currently considerable variability in the teaching of civics and citizenship, the national assessments and the school assessments developed from them are standardised tests, developed through a rigorous consultative process that included input from educational experts and reference groups, subjected to intensive development and trialled and administered under strict conditions to ensure the soundness of the National Sample Assessment.

Users can therefore be confident that these tests meet the highest possible professional and ethical criteria.

The tests are standards-based. They allow inferences to be made about students' levels of achievement in the key concepts, the mean level of performance for a class and/or cohort and the range of proficiency levels that a class or cohort achieves.

Although the ways in which these test materials will be used will inevitably vary, they can provide very valuable information at the classroom, school and system levels

Some teachers may use the tests to obtain information about students' existing skills or understandings: for example, a Year 7 teacher might use the Year 6 materials for diagnostic purposes. This information could then assist the teacher's planning for the year. However, before doing so, the teacher should determine whether students have previously sat the National Sample Assessment. If they have, their results could be inflated and therefore not an accurate estimation of performance—or they might not engage with the test for a second time and the results could be disappointing.

At the classroom level, the test materials can be used to:

- diagnose individual students' strengths and weaknesses in terms of their demonstrated skills and understandings in civics and citizenship;
- ascertain the strengths and weaknesses in civics and citizenship of the class as a whole;
- help teachers to analyse the effectiveness of their own civics and citizenship teaching and learning strategies;
- provide models of sound assessment tasks; and
- moderate individual teachers' judgements with those of the National Sample Assessment.

At the whole-school level, they can be used to:

- infer levels of student civics and citizenship achievement in the particular State or Territory's curriculum framework;
- make comparisons between civics and citizenship performance in the school and the State or Territory mean;
- make comparisons between the range in civics and citizenship performance in the school and the State or Territory range;
- report to the school community on students' achievements in civics and citizenship;
- report to school authorities on students' achievements in civics and citizenship;
- set priorities for school development planning; and
- provide continuity for students moving from other schools.

In using the test materials, it should be borne in mind that:

- The National Sample Assessment assesses much— but not all— important civics and citizenship knowledge and skills.
- Test results are one source of information about students' progress and information from other sources is necessary for accurate assessments to be made.
- The assessment administration guidelines must be followed carefully.