



Subject Learning and Assessment Review (SLAR) Meetings

Assessing Achievement in a Classroom-Based Assessment (CBA)

When assessing the level of student achievement in a CBA, teachers use 'on-balance' judgement. The teachers should read the Features of Quality until they reach a descriptor that best describes the work being assessed.

Where it is not clear which quality descriptor should apply, teachers select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students' work is being judged only against the Features of Quality rather than other students' performances