Video transcript

School-based Assessment – Equitable

**Kevin McMenamin:** One of the first things we would look at is the background of the students particularly in relation to their language, culture, local community. We do have an international contingent in some of their classes so we have to be aware of the backgrounds that they may have. Once we've chosen on a topic we would then try to set it up with structured sorts of questions initially to open the task to all those of ability, culture language, local community ideas to give them a sense of getting into the task itself.

I'm certainly aware of communities in remote regions that could have a local feel or topic area that may suit them beautifully, so those things we would consider quite important in considering a topic that might be useful for the task. In trying to help students who find mathematics difficult, we would work on a criterion-based assessment where we're not looking specifically at whether the mathematics is right or wrong, if we're marking it on that basis, as long as a student has used the correct components of mathematics, we can actually go and mark them quite well.

Essentially we're trying to create that task so that every student can in some respect get into it to some depth and at least feel as though they've achieved something mathematically throughout. We need to also make sure that there are multiple entries for the student to come into the question, so if they weren’t able to finish the first part, then later on we need to make sure that they've got an entry point for the second or the third part so that they can then develop their ideas there to a certain level. Then we would try to broaden that into the middle part of the task, where it's a little bit more open. They've been given some scopes and prompts, possibly to develop an idea or a thought they may have in that task itself. In that respect it gives them a little bit of openness to be able to then work through the task and an individual element can then come in to it at the same time.

With the task written to a local topic, we can then start to think about how that might develop for not just multiple entry points but the idea of being able to be developed into an investigation, and usually that's the third part of the task, and of course that's our high end learners that might actually be able to get there. Of course [with] all of our SACs, we're not trying to get everybody to do everything on the task and we're also making sure that we don't put every piece of content into that particular task at the same time.