

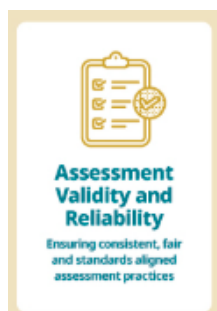
Practice guide 3 (PG3)

Assessment matrix development

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TASC Standards for Providers alignment



Standard 2: Assessment validity and reliability

Providers implement assessment practices that comply with course requirements. Assessment is central to ensuring that judgements about student achievement are accurate, fair, evidence-based and aligned with accredited course requirements.

Providers must be able to demonstrate not only that assessment opportunities exist, but that sufficient and appropriate evidence is collected to support valid and defensible assessment judgements.

Requirement

Providers must implement assessment practices that comply with accredited course requirements and ensure assessment judgements are based on sufficient, valid, reliable and authenticated evidence of student achievement. Assessment matrices should demonstrate the full assessment program, including how assessment opportunities are mapped to course requirements, where evidence will be collected across the course, and how providers ensure sufficient coverage of all course elements to support accurate and defensible assessment judgements.

How this supports compliance

An assessment matrix demonstrates how the assessment program is designed to collect evidence that supports valid and reliable assessment judgements. A key principle of quality assurance is that compliance is not demonstrated simply by maintaining assessment tasks or marks. Providers should be able to demonstrate how assessment opportunities are

systematically planned across the course, linked to course requirements, and designed to generate sufficient evidence for final assessment judgements.

During quality assurance activities, TASC may seek evidence that assessment matrices accurately reflect assessment practices, demonstrate the full assessment program, provide balanced coverage of course elements, and support the validity and reliability of assessment decisions. This includes consideration of whether some elements are over-assessed or under-assessed. Assessment matrices should align with assessment records and other assessment documentation while maintaining a clear overview of how course requirements are assessed.

Provider context

Providers are responsible for ensuring that assessment practices support the collection of sufficient, valid, reliable and authenticated evidence of student achievement. Assessment matrices play an important role in demonstrating how assessment evidence is gathered across a course and how assessment opportunities align with the requirements of the accredited course. Assessment matrices are intended to demonstrate the design and coverage of the assessment program. They should not replace assessment records, which document individual student achievement and the evidence used to support final judgements.

While providers may adopt different assessment approaches, assessment matrices should reflect the provider's local assessment practices and demonstrate alignment with:

- the current TASC course document
- course assessment requirements
- provider assessment policies and procedures
- sector or governing authority expectations
- local moderation and quality assurance processes.

Providers should ensure that assessment matrices reflect actual assessment practice and are reviewed whenever changes are made to course delivery, assessment tasks or assessment requirements.

TASC recognises that assessment may occur in a variety of ways across different providers and learning contexts. However, providers should be able to demonstrate that their assessment matrices provide a clear line of sight between the:

- requirements of the accredited course
- assessment evidence collected
- final assessment judgements made by teachers.

Common QA findings and areas for improvement

During provider check-ins, desktop audits and quality assurance reviews, TASC frequently identifies gaps in assessment matrix design and implementation.

✗ Assessment tasks are listed but course requirements are not mapped

The matrix identifies assessment tasks, but there is no indication of:

- which course requirements are assessed
- where evidence is collected
- how assessment decisions are supported.

TASC must be able to determine that all course requirements have been assessed and that assessment decisions are based on appropriate evidence.

✗ No element-level mapping

Matrices identify broad content areas or topics only.

They do not demonstrate:

- which specific standard elements are assessed
- where evidence is collected
- how assessment relates to course requirements.

It becomes difficult to determine whether all course requirements have been assessed.

✗ Some elements are inadequately assessed

One or more elements have:

- limited assessment opportunities;
- insufficient evidence sources; or
- no identifiable assessment evidence.

Final judgements may not be adequately supported.

✗ Assessment coverage is unbalanced

- While all elements may appear within the matrix, some elements are assessed repeatedly while others have limited assessment opportunities.
- The matrix does not demonstrate a balanced assessment program across the course.
- Over-assessment and under-assessment can make it difficult to demonstrate that final judgements are based on sufficient and appropriately distributed evidence.
- Providers should be able to demonstrate that assessment opportunities are proportionate to the significance and intent of course requirements.

✗ Assessment matrices do not reflect actual practice

The documented matrix differs from the assessments that students actually complete.

Examples include:

- additional tasks being used;
- removed tasks not reflected in the matrix;
- changed assessment practices.

Assessment documentation must accurately represent practice.

✗ Assessment opportunities are concentrated in a single part of the course

- Evidence is collected only once or within a short time frame.
- Assessment evidence should generally be gathered over time and from a range of learning experiences.

✗ Current course requirements are not reflected

Matrices are based on older versions of accredited courses.

Examples include:

- outdated terminology;
- superseded elements;
- obsolete assessment requirements.

Providers must assess against the current course document available on the TASC website.

✗ Limited quality assurance review

- Providers cannot demonstrate that matrices have been reviewed for completeness and alignment.
- Errors and omissions may go undetected.

What good practice looks like

An assessment matrix should provide a clear overview of how assessment evidence is collected, organised and used to support final judgements about student achievement.

During quality assurance activities, best practice is when TASC can readily identify that:

- ✓ The matrix demonstrates the full assessment program, including when and where assessment evidence will be collected across the course.
- ✓ Every course element is assessed, and assessment opportunities reflect course requirements.
- ✓ Assessment coverage is balanced, with no unintended over-assessment or under-assessment of elements.

- ✓ Assessment opportunities are distributed across the course and draw on multiple sources of evidence where appropriate.
- ✓ Sufficient evidence is collected to support reliable and defensible assessment judgements.
- ✓ Assessment records align with the matrix.
- ✓ Course requirements can be traced directly to assessment evidence.
- ✓ Teachers apply assessment processes consistently.
- ✓ Assessment documentation reflects actual classroom practice.

Examples of good practice include:

✓ **Full assessment program mapping**

The matrix demonstrates:

- every course element to be assessed;
- all planned assessment opportunities across the course;
- where evidence will be collected for each element; and
- a balanced distribution of assessment opportunities.

This is effective because it demonstrates full assessment coverage, assists teachers to identify gaps, over-assessment and under-assessment, and supports valid and defensible assessment judgements.

✓ **Multiple sources of evidence**

Assessment decisions are supported by evidence collected from a range of assessment opportunities. Examples may include:

- investigations
- practical activities
- folios
- performances
- tests
- examinations.

This is effective to strengthen reliability, supports balanced assessment decisions and reduce reliance on a single task.

✓ **Clear alignment between assessment and course requirements**

Teachers can readily explain:

- which evidence supports each element
- where evidence is located
- how final judgements are reached.

This is effective to improve transparency, make judgements easier to moderate and verify and reviews for alignment are more efficient.

✓ **Assessment documentation is consistent**

The matrix aligns with:

- assessment schedules;
- assessment tasks;
- marking guides;
- assessment records.

This is effective to support consistency, reduce ambiguity and strengthen governance processes.

✓ **Matrix used as an ongoing quality assurance tool**

The matrix is reviewed:

- when assessment changes occur;
- during annual course review;
- following moderation activities;
- following QA feedback.

This is effective to maintain currency, support continuous improvement and strengthens assessment governance.

Evidence TASC expects to see

TASC expects providers to maintain documentation and practices that are consistent with the *Standards for Providers*, accredited course requirements and relevant sector or governing authority policies. Evidence should demonstrate not only compliance with TASC requirements, but also how sector expectations and provider decisions have been incorporated into local operational practices and quality assurance processes.

Assessment matrices should do more than list assessment tasks. They should demonstrate how assessment evidence is collected across the course, how all course elements are assessed, and how providers ensure sufficient evidence is available to support accurate, evidence-based and defensible assessment judgements.

Providers should be able to demonstrate that assessment matrices align with the current course document, assessment records and local assessment practices and are used to support assessment review, moderation and quality assurance activities.

Documentation

- Providers may maintain:
- Assessment matrix
- Assessment schedule
- Assessment tasks
- Marking guides
- Teacher assessment records

Implementation characteristics

TASC may seek evidence such as:

- Every element assessed.
- Balanced assessment program.
- Multiple sources of evidence where appropriate.
- Alignment between tasks and judgements.
- Consistent teacher application.

Quick self-check questions

Course coverage

- Can every course element be located within the matrix?
- Can you demonstrate that all course requirements are assessed?

Sufficiency of evidence

- Is there sufficient evidence to support judgements for every element?
- Is evidence collected from more than one source where appropriate?

Assessment alignment

- Do assessment tasks directly align with course requirements?
- Can assessment decisions be traced back to documented evidence?

Implementation

- Does the matrix reflect actual assessment practice?
- Are assessment records consistent with the matrix?

Quality assurance

- Has the matrix been reviewed throughout the year?
- Have assessment changes been incorporated?
- Has moderation or QA feedback informed improvements?

Validity and reliability

- Can every final rating decision be justified using documented evidence?
- Would another teacher be able to understand and verify the assessment process?

Relevant resources

- [Quality Assurance Standards for Providers](#)
- Current [Courses - TASC](#) accessed on the TASC website
- [FAQ-What-are-the-requirements-for-an-assessment-matrix-and-record.pdf](#)