

Textiles and design assessment program

In this article a teacher presents their HSC assessment program and discusses the thinking that underpinned the development of the program.

The teacher, Allison Beattie of Terrigal High School, and Vicki Smith, acting as a critical friend worked through the steps for developing assessment programs described in Curriculum Support 2000, Volume 5, Number 1, page 9

Designing the assessment program

When developing the internal assessment program for textiles and design a number of aspects need to be addressed.

What is the meaning of each outcome? How will each outcome be best assessed?

The Board requires the internal assessment program to assess all outcomes. In order to assess student achievement of each outcome I needed to have a very sound understanding about each outcome. The sample grid for mapping course outcomes against content components on page 10 of **CURRICULUM SUPPORT** 2000, Vol. 5, No. 1 enabled me to quickly identify the frequency of occurrence of each outcome in the HSC course. Outcome H6.1 is the only outcome to occur in two areas of study.

The activity, on page 11 of **CURRICULUM SUPPORT**, Vol. 5, No. 2, involved brainstorming strategies that could be used to assess each outcome. This activity also showed which outcomes could be clustered in an assessment task.

I found it relatively easy to develop the assessment program with tasks that “related to” each outcome but much harder to select tasks that would clearly “provide evidence” of student achievement of the specified outcomes. Any weakness in a task becomes most apparent when you begin to develop the marking criteria and guidelines.

In designing each task I had to keep asking myself: What evidence of student achievement of the specified outcomes will this task provide?

What are the internal assessment component weightings for the HSC course?

- Major textile project: 50 %
- Design: 20 %
- Properties and performance: 20 %
- Australian textile, clothing, footwear and allied industries: 10 %.

What outcomes refer to each assessment component?

The outcomes for *Design* (H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H6.1), *Properties and performance of textiles* (H3.1, H3.2, H4.1, H4.2) and *Australian textile, clothing, footwear and allied industries* (H5.1, H5.2, H6.1) are specified in the syllabus.

Outcomes H1.1 and H2.3 specifically refer to the project. Outcomes H1.2, H2.1, H2.2, H4.1, H4.2 are most likely to be addressed during the development of the project.

How do I plan to teach the course?

I intend to introduce the major textiles project at the beginning of the HSC course, followed by the *Australian textile, clothing, footwear and allied industries* area of study. The other areas of study, *Design* and *Properties and performance of textiles*, will then be integrated throughout the HSC course with the further development of the MTP.

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities and are appropriate to the aspect being assessed.

(New HSC Bulletin 1: *Assessment—A Standards-Referenced Approach*, 1999, page 3)

The assessment program needs to reflect the teaching and learning program. It is also useful to develop the teaching and learning program hand-in-hand with the assessment program to ensure that all assessment requirements can be met in the planned teaching and learning sequence.

The teaching and learning program will influence the timing of assessment tasks. Students must be given ample opportunity to acquire the knowledge, skills and understanding implicit in the outcomes before being assessed.

In general the best time to assess each outcome is as close as possible to the time when students have addressed the related content and gained the specified knowledge, skills and understanding.

What aspects of the major textiles project can be included in the internal assessment program?

The syllabus (page 34) indicates that:

Aspects of the major textiles project that are used for school-based assessment should not use the HSC exam marking criteria for internal assessment.

I found it important to review the MTP exam criteria on page 36 to identify what aspects of the MTP would not be examined and would therefore be suitable for inclusion in the internal assessment. I needed to identify a substantial range of aspects of the MTP to account for the weighting of 50% for the MTP in the internal assessment program. I also needed to identify a variety of ways or task types that could be used to assess the MTP.

How can tasks later in the course carry more weight while still meeting the other assessment requirements of the course?

I had initially intended to complete internal assessment and address the 50% assessment component weighting of the MTP earlier in the course.

The Board recommends that tasks later in the course should carry more weight. This is intended to ensure that students have ample time to develop and demonstrate achievement of the outcomes and that poor performance early in the course does not override later achievement.

To enable a substantial proportion of the weightings to occur later in the course I had to rethink and carefully design the tasks related to the MTP. Task 5 is scheduled after the trials, at the conclusion of the course, and is weighted at 30%.

Following are the assessment program and an outline of each of the tasks.

Syllabus components, weightings and related outcomes	Task 1: MTP presentation Outcomes: H1.2, H2.1, H4.1 Date: Term 4: Week 8	Task 2: In-class report Outcomes: H3.1, H5.1, H5.2, H6.1 Date: Term 1: Week 5	Task 3: Textile sample analysis Outcomes: H1.3, H3.2, H4.2 Date: Term 2: Week 4	Task 4: Trial exam Outcomes: H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1 Date: Term 3: Week 1	Task 5: MTP diary Outcomes: H1.1, H2.2, H2.3 Date: Term 3: Week 5
Major textiles project: 50 % H1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 6.1	15 %		5 %		30 %
Design: 20 % H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 6.1		5 %	5 %	10 %	
Properties & performance: 20 % H3.1, 3.2, 4.1, 4.2		5 %	5 %	10 %	
ATCF&AI: 10 % H5.1, 5.2, 6.1		5 %		5 %	
Total 100 %	15 % marks	15 % marks	15 % marks	25 % marks	30 % marks

Task 1: MTP design presentation

This task is based on an oral presentation by each student of the initial ideas for the major textiles project. Students will:

- display a range of labelled sketches for the nominated focus area
- explain the aesthetic and functional aspects of the design
- outline suitable textiles for the manufacture of the project.

Task 2: In-class report

Students will write a report in class, after having carried out the necessary research. A comparison is to be made between a niche/designer product and a mass-produced product from ONE focus area.

Areas to include in the comparison:

- an account of the properties of the product (e.g. fibre, yarn and fabric)
- an evaluation of manufacturing strategies
- an outline of marketing strategies
- an explanation of the influence of historical, cultural or contemporary developments.

Task 3: Documentation and analysis of textile technologies

A folio of textile samples should be constructed and presented for this task. Students are required to collect and analyse five textile samples. Across the samples the following should be reflected:

- colouration or decoration techniques
- significant innovations or emerging technologies
- major textile project.

Samples are to be analysed according to:

- type of fibre, yarn and fabric
- method of colouration, decoration or finishing
- manufacturing technologies
- suitable end-use applications.

Task 4: Trial examination

Refer to HSC examination specification on page 35 of syllabus for a suggested exam format and specimen examination papers on the Board's web site.

Task 5: MTP diary

This is a record of the design and implementation steps for the major textiles project, from initial ideas through to completion. Evidence of planning, resource management, manufacturing processes and reflective thinking will be presented in the diary.