

## Context Statement

### Guidelines

A context statement is an optional document in the calibration process. It allows a unit/subject coordinator to 'frame' a unit in its situational context, where there may be information that is not necessarily evident in the supporting information provided, but the coordinator may consider important in conveying.

The intent of a context statement is to help provide information to ensure feedback in the report is as constructive and relevant as possible, to improve the usefulness to the coordinator.

This is often in the form of demographic information e.g. size of student cohort, percentage of internal/external students etc. The intent is to provide further information to assist in considering the suitability of the assessment within its situational context.

Below are some examples of what you might consider including in a context statement:

In	Out
Class size	Associated assumptions that have been made from data
Delivery mode (and distribution by delivery size)	Using it as an opportunity to elicit unrelated/additional feedback. This will only be a framing tool for existing feedback mechanisms.
Some student cohort demographics e.g. full time/part time	A mechanism to identify 'unspoken' rubrics, or information that would be seen as being vital to core documentation provided to students.
Important regional contexts that may relate to how a particular assessment or unit is framed	
Statistical data that may be relevant e.g. unit dropout rates. <i>The intent here is not develop a causal relationship, but to contribute data to the frame of evaluation.</i>	
Pedagogical reasoning for aspects of the unit e.g. absence of marking rubric, method of providing feedback etc.	

If you are unsure about what to add, or would like further clarification, please discuss with your calibration coordinator.

Date:

Unit:

University:

**Statement**