Assessment ... for, as, of learning ... Framework

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RATIONALE:

Assessment (collecting evidence about student learning) is about students demonstrating their learning based on evidence that is provided by the student in a range of different and authentic ways. It is an ongoing process of identifying gathering, analysing, and reflecting on evidence to make informed and consistent judgements to take a snapshot of where students are at and improve future student learning.

Collection of evidence (Assessment) is integral to the learning and teaching process.

OUTCOMES:

- A balanced assessment program of … gaining evidence ‘for’, ‘as’ and ‘of’ learning as a process is consistent in approach throughout the school.
- Students have a clear understanding that the purpose of assessment is for them to develop and improve in their learning and for teachers to plan and teach effectively.
- Ongoing assessment through a variety of differentiated and authentic tasks and strategies, both formal and informal, so that sufficient evidence is gathered to make sound judgements about individual students’ learning, occurs as part of the learning and teaching process and is reflective of the teaching and learning program both in the faculty program and class program.
- Students experience a range of assessment processes that are authentic, meaningful, real and planned as part of the learning sequence.
- Students are given a range of feedback on their learning that takes into account celebrating the successes and giving constructive direction about further learning.
- Students encounter a range of different types of learning strategies which form part of the learning process.

PRINCIPLES:

Assessment should …

- provide opportunities to gather evidence about student achievement in relation to learning outcomes;
- enable students to demonstrate what they know and can do;
- clarify understanding of concepts and promote deeper understanding;
- provide clear evidence of current learning and set a basis for future learning.
- be valid, reliable and consistent and be based on syllabus outcomes;
- include specific criteria of what aspects of learning needs to be demonstrated;
- enable students to demonstrate learning in a range of contexts;
- be reliable, providing evidence that shows knowledge, understanding and skills;
- enable feedback to be used effectively;
- be inclusive and accessible for all;
- be an integral component of course design and not something to add on afterwards;
- be a central component of classroom practice; and
- be part of an on-going learning process.

A STANDARDS REFERENCED APPROACH

- Syllabus outcomes are the key reference points about student progress and achievement at each stage.
- Linking achievement to the standards from a number and variety of activities over time.
- Gathering evidence both formally and informally to make judgements using the syllabus outcomes.
- Indicate how well students have achieved in relation to the standards.

TYPES OF ASSESSMENT PROCESSES

Assessment ‘for’ Learning …

... occurs when teachers use evidence about students’ knowledge, understandings and skills to inform their teaching (formative) …
- establishing a culture that encourages interaction and the use of a range of assessment tools;
- occurring throughout the learning sequence;
- involving sharing learning intentions, learning goals and explicit learning criteria with students;
- involving setting and monitoring progress against learning criteria and standards;
- providing effective and constructive feedback;
- encouraging reflection, self and peer assessment; and
- is inclusive of all learners meeting individual student needs.

Assessment ‘as’ learning …

... occurs when students reflect on and monitor their progress to inform future learning goals …
- involving students monitoring their learning and using feedback to improve their learning;
- giving students a role and responsibility in their learning;
- involving self and peer assessment;
- developing a capacity to set new and future learning goals – next steps in learning; and
- emphasising the process of learning.
Assessment ‘of’ learning …

… occurs when teachers use evidence of student learning to make judgements against outcomes and standards. (Summative) …

- enabling students to demonstrate what they know and can do at a particular time;
- describing the extent of the achievement of learning goals in relation to the standards;
- being supported by examples / evidence of student learning; and
- being used to plan for future learning goals.

ASSESSMENT STRATEGIES

Reliable assessment strategies can include but not be limited to …

- **Anecdotal records**: objective narrative records of student performances, strengths, needs, progress and negative/positive behaviour.

- **Authentic tasks**: activities that are genuine and purposeful. These can include real life shopping tasks, measuring a ball-park, designing a home, building a bridge or tower, writing about significant issues and so on.

- **Checklists, scales or charts**: identification and recording of students’ achievement can be through rubric levels, letter grade or numerical value, or simply by acceptable/unacceptable.

- **Conferences**: meetings between the student/parent/teacher and others where progress is checked and goals for growth are established and agreed upon.

- **Contracts: agreements or goals** (verbal or written) set by the teacher/parents and the student.

- **Games**: games are excellent opportunities for simulations and small and large group assessment.

- **Diagnostic inventories**: student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.

- **Peer evaluation**: assessment by students about one another’s performance relative to stated criteria and program outcomes.

- **Portfolios**: collections of student work that exhibit the students’ efforts, progress and achievements in one or more areas over time.

- **Rubrics**: a set of guidelines for measuring achievement. Rubrics should state the learning outcome(s) with clear performance criteria and a rating scale or checklist.

- **Self-evaluations**: student reflections about their own achievements and needs relative to program goals.

- **Simulations**: the use of problem-solving, decision-making and role-playing tasks.

- **Student journals**: personal records of, and responses to activities, experiences, strengths, interests and needs.

- **Student profiles**: a compilation of data which may include student work samples.

- **Student-led conferences**: where the student plans, implements, conducts and evaluates a conference regarding their learning achievements. The purpose of the conference is to provide a forum in which students can talk about their school work with parents/carers and demonstrate their growth towards being self-directed lifelong learners.

- **Teacher observations**: regular, first-hand observations of students, documented by the teacher.
REPORTING STUDENT PROGRESS

It is essential to report student progress at given points in time communicating student learning. Providing feedback is critical in the student’s learning process. A formal school report is given to parents at the end of each semester – at the end of June and beginning of December. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers.

The report should be reflective of the student’s learning throughout the semester. Reporting of student progress is summed up in a performance grade of A – E, with a summary of outcomes related to the syllabus and a teacher’s progress comment for each subject/course studied. Performance grades should be referred to as per DEC and BoSTES guidelines for reporting.

Meanings of School-based Assessment Grades for all subjects from BoSTES Grading Descriptions (2013).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Descriptors - (Meanings of Grades)</th>
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<tbody>
<tr>
<td>A</td>
<td>Indicates outstanding achievement in the course. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
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<tr>
<td>B</td>
<td>Indicates high level of achievement in the course. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
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<tr>
<td>C</td>
<td>Indicates sound achievement in the course. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>Indicates basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>Indicates elementary achievement in the course. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
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Further information on reporting can be found in the following School Frameworks;

- Reporting to Parents – Instructions
- Reporting to Parents – Style Guide

Framework redeveloped May 2014
To be reviewed May 2015