Sarina State School
2015

Whole school
Prep- Year 7
Assessment Framework
The requirements for assessment are specified in the P-12 Curriculum, Assessment and Reporting framework. Section 2; with further detail provided in the Policy statement: Assessment.

**The primary purpose of assessment is to improve student learning.**

Assessment is the *purposeful, systematic* and *ongoing collection of information* that is *used as evidence* in making *reliable and consistent judgements* about student learning and in reporting to parents.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students’ confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

**Planning for assessment**

*The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level. The achievement standard describes the expected knowledge, understanding and skills at each year level. (Not all content descriptions are identified in the achievement standards for the year level). Over the year the assessment program collects evidence of all elements of the achievement standard for the learning area. The Australian Curriculum General Capabilities and Cross-curriculum priorities are not assessed separately. They are embedded in the learning area content descriptions and therefore are embedded in the assessment tasks.*

*Planning for assessment occurs at the same time that curriculum plans are created at whole-school level-year level-unit level.*

**Whole-school assessment planning**

*Whole-school assessment plan* provides an overview across all year levels and learning areas of:

- the purpose of assessment (standardised, diagnostic, formative and summative)
- when assessment will take place
- the amount and timing of assessment
- processes for achieving consistency of teacher judgement
Year-level assessment plans ensure:

- there is an alignment between what is taught and what is assessed
- all aspects of the achievement standards are assessed over the year (although not all content descriptions are assessed)
- a range and balance of assessment types (multiple choice questions, investigation, practical report, short answer questions, exam/test, assignment/project, essay, multimedia presentation, case studies, learning contract, reflective journal) and a variety of modes (writing, reading, speaking, listening) are used
- the amount and timing of assessment is manageable for teachers and students

Unit assessment planning: at the unit-level, year level teams plan assessment tasks to:

- provide appropriate evidence of the targeted element(s) of the achievement standard
- assess what has been taught (unless a standardised assessment used for student/school/system performance)
- enable all students to demonstrate the depth of their knowledge, understanding and skills
- allow students to demonstrate a range of performance (e.g. five point scale)
- cater for students with diverse learning needs and to be accessible and equitable
- provide opportunities for students to reflect on their learning and on the achievement of learning goals

See Sarina State School Whole School Assessment framework outlining each year level assessment tools, standards and benchmarks, when assessment is to be completed and to be entered onto One School.

Principles and practices of school-based, standards-based approach to assessment and reporting

The principles and practices of school-based, standards-based approach to assessment and reporting are central to achieving improved student learning.

These principles, listed below, underpin a framework for assessment and reporting:

- purposes of assessment
- alignment of teaching, learning, assessment and reporting
- special provisions in assessment
- use of marking guides
- a collection of evidence or folio of student work
- on-balance judgements
- moderation

Assessment Purposes

The main purposes of assessment are to:

- promote, assist and improve teaching and learning
- help students to achieve the highest standards they can
- provide parents/carers with meaningful information on students’ achievement and information for reporting
Teachers use assessment that is designed to meet the three broad purposes:

<table>
<thead>
<tr>
<th>Assessment FOR learning</th>
<th>Enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students’ progress to meet learning goals. Enables teachers to use information about student progress to inform their teaching. Use assessment to continuously monitor progress of student learning in the classroom. Know where each student is at and what needs to come next for their learning. Investigative tools to find out what students confusions, preconceptions, or gaps students might have. Use the information to make decisions about, or changes to, planned teaching and learning.</th>
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<tbody>
<tr>
<td>Diagnostic assessment</td>
<td>Provides opportunities to use assessment to determine the nature of students’ learning difficulties as a basis for providing feedback or intervention.</td>
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<tr>
<td>Assessment OF learning</td>
<td>Assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level. Collect evidence of student achievement against standards for summative purposes. Use data to plan the next steps for teaching and learning. Use data to evaluate whether the standards are being achieved at a whole-school level. Use evidence in student responses to inform fair and valid judgements for twice-yearly reporting to parents/carers and the system.</td>
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<tr>
<td>Summative assessment</td>
<td>Can indicate standards achieved at particular points for reporting purposes.</td>
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<tr>
<td>Assessment AS learning</td>
<td>Enables students to reflect on and monitor their own progress to inform their future learning goals. Develop students’ capacity to monitor the quality of their own learning. Share learning intentions and achievement goals with students. Support students in reflecting on and monitoring their progress. Support students in using feedback to plan the next steps for learning.</td>
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<tr>
<td>Formative assessment</td>
<td>Focuses on monitoring to improve student learning.</td>
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Assessment ‘for’ learning and assessment ‘as’ learning

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student’s capacity to improve. Ongoing feedback and clear expectations enable students to reflect on their own progress.

Teachers monitor student progress using a variety of assessment including:
- **standardised** (designed so that the questions, conditions for administering, scoring, procedures and interpretations are consistent and administered and scored in a predetermined, standard manner e.g. NAPLAN, PAT Maths)
- **diagnostic** assessment (measures a students’ current knowledge and skills for the purpose of identifying a suitable program of learning)
- **focused observation**
- **discussion** (recorded in teacher notations)

This monitoring:
- tracks student progress to know where each student is in their learning and what needs to come next
- supports appropriate differentiation of teaching and learning

Teachers provide **timely and ongoing feedback** that enables each student to monitor their own learning and develop achievable learning goals.

**Feedback:**
- is specific to the individual student
- focuses on the quality of the student response and how to improve it
- is directly relevant to the learning intention
- is reflective of learning goals
- encourages self-regulation

Assessment ‘of’ learning

Assessment of learning, or summative assessment, provides evidence of student learning against the relevant achievement standard for each learning area or subject. It provides the evidence for teachers to make reliable judgements about student achievement for reporting to parents and students.

Alignment of Teaching, Learning, Assessment and Reporting

Teachers develop assessment that is directly aligned to what students have had an opportunity to learn based on the intended curriculum. They align what has been assessed to what is reported to students, parents/carers and other teachers.

Alignment is integral to the development and maintenance of a high-quality education system that caters for a diverse range of students and schools. To produce the best learning outcomes for students, alignment means that:
- what is taught (**curriculum**) must inform how it is taught (**pedagogy**), how students are assessed (**assessment**) and how the learning is reported (**reporting**)
- what is assessed **must relate directly** to what students have had an **opportunity to learn**
- what is reported to students, parents/carers and other teachers **must align with what has been learnt** from the intended curriculum and assessed
Special provisions in the conditions of assessment

All students are entitled to show their knowledge, understanding and skills in response to assessments.

Accordingly schools and teachers ensure that all students are able to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment,
- reflect differentiation, or adjustments, made in teaching and learning
- are not adjustments to the standards on which student work is judged
- do not involve compensating for what the student does not know or cannot do
- are applied consistently across the school

Types of special provisions
Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:

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<tr>
<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>Changing how an assessment appears or is communicated to a student from the regular format. E.g. being read to rather than reading unless reading itself is what is being assessed</td>
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<tr>
<td>Response</td>
<td>Allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this not compromise what is specifically being assessed</td>
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<tr>
<td>Setting</td>
<td>Changing location including the physical or social conditions in which the assessment is completed</td>
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<td>Timing</td>
<td>Allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled</td>
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Who should be considered for special provision?
Any student who has a specific educational need should be considered for special provision including students:
- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily form socio-economic, cultural and/or linguistic factors such as students of Aboriginal and/or Torres Strait Islander backgrounds, with language backgrounds other than English, who are migrants or refugees, from rural and remote locations, in low socio-economic circumstances
- with short term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment
Using marking guides
All summative tasks require a guide to making judgement (GTMJ). They are a tool that supports teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed- the assessable elements/criteria. Each assessable element/criterion is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student responses to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernable differences in student performance. These statements are derived from the achievement standard. They state how well the student has demonstrated their:
- knowledge and understanding (of facts, concepts and procedures)
- application of skills

A collection of evidence or Folio of student work
Schools can plan an assessment program that will provide opportunities for students to demonstrate what they know and can do in relation to all aspects of the year level achievement standard.

A balanced school-based assessment program has the opportunities for students to demonstrate their achievement;
- from a range of learning (curriculum content)
- in a variety of ways (assessment techniques) and
- in a range of situations (assessment conditions) over the reporting period

Decisions about the folio of summative assessment are:
- made at the same that the units of work are planned
- recorded in the whole-school curriculum, assessment and reporting plan and in Year level plans

This planned and targeted folio of summative assessments is used:
- to make defensible judgements about student achievement
- to determine an overall of achievement in a learning area and
- as the basis for reporting to a parents twice yearly

In the context of the Australian Curriculum and the Queensland curriculum, a balanced assessment program involves gathering evidence to make judgments about student achievement in relation to the curriculum content and achievement standards.

The Assessment Folio: a collection of evidence of student achievement
The evidence of student achievement is collected using a range of assessments. This collection, or assessment folio, holds a representative selection of evidence of each student’s learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents.
The assessment folio:
- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard

Schools decide which assessments will compromise the folio of student work what are to be used in determining an overall level of achievement in a learning area or subject. These decisions are:
- made at the same time that the time that the units of work are planned
- recorded in the whole-school curriculum, assessment and reporting plan and in year level plans

On-Balance Judgments

Teachers make on-balance judgements about the evidence in student work:
- in individual assessments for monitoring, formative or summative purposes
- based on a collection of evidence/folio to provide evidence of achievement in relation to the curriculum content and achievement standards selected for summative purposes

On-balance judgement does not involve averaging grades across different assessments or ‘ticking’ every box.

On balance judgements are professional decisions made by teachers. Teachers use the collection of evidence or folio of selected student work to make an on-balance judgment about how well the evidence in student responses best matches the valued features of a learning area described in the achievement standards.

- Teachers make an on-balance judgement about the overall quality of a student’s work relating to all aspects of the Achievement standard.
- They take into account the most recent evidence of learning to account for progress in the student’s understanding and skills.
- The on-balance judgement represents the student’s achievement at the time of reporting.

Mid-year reporting represents the student’s achievement at the time of reporting. A mid-year on-balance decision involves making a judgement about how well the evidence matches the aspects of the Achievement standard that have been taught and assessed during the reporting period.

By the end of the school year students will have had opportunities to demonstrate all aspects of each learning area Achievement standard. The folios of student work will contain the most recent evidence of student achievement in every aspect of the learning area achievement standard.

Consistency of teacher judgement relies upon consistent interpretation of the assessment tasks inform the teacher’s on-balance judgement to award an overall level of achievement in the learning areas.
On-balance judgements using marking guides

Marking guides support teacher judgements about the quality of student responses against particular elements of an achievement standard.

Teachers award the student response an overall grade by:

- Identifying the evidence for each assessable element/criterion
- Matching that evidence to a particular descriptor for each assessable element/criterion
- Considering each of these judgements together to make an on-balance decision about the overall quality that best matches the student response

At the end of the reporting period these judgements about individual assessment tasks inform the teacher’s on-balance judgement to award an overall level of achievement in the learning area or subject.

The on-balance decision is based on how well the evidence in the folio matches the two dimensions of knowledge and understanding and skills in the achievement standard for the learning area (see Flowchart below)

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**Flowchart**

A folio of evidence of learning (summative assessment) on which the achievement standard is awarded.

Consider all the evidence of achievement in the folio with reference to the expected standard described in the Australian Curriculum achievement standard.

Is the pattern of evidence at the expected standard?

- The pattern of evidence is at the expected standard.
- The pattern of evidence is below the expected standards

Are the characteristics in the evidence of learning best described as C, B or A?

Are the characteristics in the evidence of learning best described as a D or E?

Is there an “easy-fit” or match to one of the A-E standards for all the valued features? In this case, the on-balance judgements will be obvious.

If there is uneven performance across the valued features, weigh up the contribution of each valued feature across the range and balance of the assessments and decide whether the pattern of evidence of learning is more like an A, B, C etc.

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**When looking at the pattern of evidence of achievement, consider:**

How well the evidence of learning does demonstrates understanding and skills?

What is the pattern of achievement in the valued features?

How well does recent evidence of learning in understanding and skills demonstrate progress?
Using Feedback

Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and other available information that makes a difference.

What is feedback?
Feedback is:
- **Information and advice** provided by a teacher, peer, parent or self about aspects of someone’s performance.
- A way for students and teachers to **inform future learning**.
- An opportunity for students to **identify strengths and possible improvements** in their work. It focuses on a students’ achievement of overall expectations and promotes a culture of school success.
- An opportunity for teachers and students to use feedback to close the gap between where students are and where they aim to be.
- Is formal and informal.
- Is occurring throughout the teaching and learning process.
- An opportunity for teachers to **reflect on student learning and understanding**, and to consider how to adjust instruction to meet student needs.

*Immediate feedback is best- the best feedback is ongoing and purposeful.*

Where are my students? Where do they need to be?
Feedback should come from a variety of sources and in a variety of forms. By designing classroom activities and assessment to gather evidence about learning, the types of feedback (Hattie) are:

- **Feed up** Where am I going? Goal setting
- **Feedback** How am I going? Goal getting
- **Feed-forward** Where to next? Goal re-setting

What does good feedback to students look like?
The role of the teacher is a coaching role- to reinforce what has been done correctly and focus students on improvement and success. **Good assessment feedback:**
- **Goes beyond simply a mark or grade**- comment on the strengths of students’ achievement grades an on the **areas in need of improvement**.
- **Identifies specific elements** of knowledge and skills, with specific suggestions for improvement provided.
- **Uses descriptive language** that helps students assess their progress and to understand how to achieve learning and assessment expectations.
- **Involves students**- they should have opportunities to ask follow-up questions, share their learning observations or experiences, compare opinions, and relate their learning to their lives outside school.
- **Is focused on progress**- emphasis the students’ continuous progress relative to their previous achievement and to the learning expectations- avoid comparing students with their classmates.
- **Is personal**- excessive public feedback can create a competitive or ego-oriented classroom environment.

*Is varied*- provide feedback in a number of ways (including verbal and written feedback) and use a variety of words to describe student work.

_Praise is a powerful form of feedback._

See Sarina State School Feedback Policy outlining whole expectations.
Moderation: Consistency of Teacher Judgement

Moderation occurs when teachers engage in focused professional dialogue to discuss and analyse how closely the evidence in student work matches the achievement standards.

**Moderation:**
- Allows teachers to develop **shared understandings** of the curriculum content and achievement standards.
- Ensure that there is a **common understanding** among all teachers about the process for developing assessments, making judgements and determining overall levels of achievement.
- Assists teachers to **make judgements** about individual assessments and collections of evidence or folios of student work.
- Ensures that teacher judgements of standards achieved by students are **consistent and comparable**.
- Provides students and their peers/carers with **confidence that the awarded grades are an accurate judgement** of achievement and that the report is meaningful, professional and consistent.

Consistency of teacher judgements involves teachers collaboratively reviewing, both informally and formally, student evidence collated throughout each unit. Feedback is provided to students at regular intervals to ensure communication of learning goals.

Teachers should only mark a selection/sample of students work samples prior to Moderation. This will allow for a consistent and comparative approach to the entire cohort and ultimately save a teacher’s time.

**Tips for reaching Consensus**

<table>
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<tr>
<th>TRY</th>
<th>AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining the focus of conversation on <strong>the actual evidence in student work</strong></td>
<td>Relying on opinions that are not related to the student’s work</td>
</tr>
<tr>
<td>Referring to the GTMJ and matching what is described in the Guide with <strong>what is presented</strong> in the student’s work</td>
<td>Being preoccupied with fine-grained details or individual task-specific Assessable elements</td>
</tr>
<tr>
<td>Focus discussion back onto matching task specific descriptors with the evidence available for each assessable element</td>
<td>Using student samples (provided from QSA) as the primary guide to making judgements</td>
</tr>
<tr>
<td>Often it is the on balanced judgement which is the issue. <strong>Refer to the purpose of the assessment</strong> which indicates where the strength/major focus for judgement should go</td>
<td>Relying on personal views or biases</td>
</tr>
<tr>
<td>Focussing on achieving agreement on the overall judgement. It is not necessary to reach agreement on every Assessable element or product. Consistency of teacher judgement refers to on-balance judgements across all Assessable elements</td>
<td>Critiquing the task</td>
</tr>
<tr>
<td>Using the model response if further clarification is required.</td>
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</tbody>
</table>

By using student data, we can combine targets and goal setting with the process of data analysis and planning for improved students learning.

**At Sarina State School, all teachers are expected to engage in moderation using the Assessment/Moderation Schedule.**

**See Sarina State School Whole School Moderation Policy.**
Design decisions for quality assessment tasks

**Cognitive & Effective Expectations**
- Is the task intellectually challenging?
  - Does the task draw in sufficient depth & breadth upon the targeted knowledge, concepts and skills of the domain?
  - Does the task require students to engage in a range of thinking skills and to demonstrate critical analysis?
  - Does the task allow students to demonstrate their thinking and understanding?
  - Does the task offer opportunities for students to demonstrate valued attributes and attitudes?
- The intended cognitive expectations of the task must be clear to students.

**Authenticity**
- Is the task authentic?
  - Is the context of the task appropriate for the cognitive demands?
  - Is the context appropriate for the students?
  - Does the context and mode of the task allow and engage students and target realistic audiences?
  - Does the task have a genuine and valued purpose?
  - Do students have opportunities to negotiate the assessment?
- Students must recognise and be motivated by the purpose and relevance of the task.

**Credibility**
- How trustworthy is the task for generating sound evidence about student performances?
  - Does the task require performances that are relevant and adequate for the targeted intentions?
  - Does the task have clear and explicit criteria for the types of evidence students will be required to provide?
  - Have sufficient and clear standards been developed to provide advice to students and other assessors on the bases for making judgments?
  - Does the task provide sufficient opportunity for students of all races, ability, gender or socio-economic background to demonstrate their achievement?
  - Does the task contribute to students experiencing a balanced and varied collection of tasks as part of the school assessment plan?
- The connections to the educational intentions must be clear to all audiences.
- The consequences of assessment for students and institutions must be considered.

**Accessibility**
- Does the task support all students in the production of a performance of best quality?
  - Does the task have a complete set of guidelines (including models) that allow students to reflect on, rehearse and refine their responses?
  - Do your choices relating to the layout, cues, visual design, formal and choice of words (including technical language or jargon) facilitate engagement with the task and enhance student understanding of what is valued in their responses?
  - Does the task have examples and resources that are helpful to students?
- All students must be confident that they understand the intent and specific requirements of the task.

**Design decisions for quality assessment tasks**