



Using the Assessment Maps

Purpose:

To learn how to use the assessment maps to make more consistent judgements on student work.

This activity is for all primary teachers and for secondary English and Mathematics teachers.

NB: All teachers can do this activity using the Standards and their own samples. Progression Points and Assessment Maps for all other domains are underdevelopment.

What you need:

- access to the web
- the Assessment Maps are located at: <http://vels.vcaa.vic.edu.au/assessmentmaps.html>
- the Progression Points are located at: http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp
- download the printable pdf documents from the above site for English and Mathematics progression points
- a copy of page 1 & 2 (back-to-back) for each small teaching/planning group
- 4-5 samples of your students' work in English or Mathematics
- a teaching/planning team of teachers.

Step 1:

- READ the two websites (above) about the assessment maps and progression points.

Step 2:

- On page 2 we have **bolded** some ways teachers might use the assessment maps (and progression points). CHOOSE one of these and try it.
e.g. refining judgments about pieces of student work in relation to the Standards and identifying future learning needs of your students.
OR do the activity in Step 3 (below)

Step 3:

- BRING samples of student work from a range of performance levels that you wish to compare with the Standards and progression points.
- INVITE one teacher to SHOW the samples to the group and explain the context of the assessment task.
- Other group members ASK CLARIFYING QUESTIONS about the work, then in pairs (or trios) TRY and LOCATE the samples on the Standards continuum using the material on either website - the samples and/or the progression point descriptions. As you work together DISCUSS and NEGOTIATE the location of each piece of the students' work along the continuum.

Step 4

- REPEAT Step 3 with another teacher and their samples of student work.

- DISCUSS the benefits of using the assessment maps and progression points to place students work on a Standards continuum.

Assessment Maps & Progression Points

VCAA website <http://vels.vcaa.vic.edu.au/assessmentmaps.html>

“The assessment maps are designed to illustrate progress or growth ...

In each of the dimensions, progress or growth is shown as developing along the continuum of the Victorian Essential Learning Standards from Levels 1–6. This continuum provides a description of developing knowledge, skills and behaviours, in an order which indicates typical development of students.

The assessment maps provide samples of student work typical of Levels 1–6 which teachers can use to moderate student progress against the Standards. The work samples are not intended to show the full range of student achievement of the standards at a particular level. Teachers can use the work samples as a reference when making their on-balance judgments about students’ work collected over an extended period.”

“There are a number of ways that teachers might use the assessment maps:

- * **as a reference for refining judgments about pieces of student work in relation to the standards and identifying future learning needs of their own students**
- * **as a reference to develop their own collections of student work samples**
- * **to communicate with students and enable them to monitor their own progress**
- * **in conversation with parents to show typical expectations of student progress at each level**
- * **as a basis for professional development and moderation activities at school level or in broader forums.”** [bold added]

If you click into either the Mathematics or English Assessment Maps, the VCAA says:

“Each work sample is presented in a similar format and includes:

- * the relevant standard for the dimension
- * a description of the context for the task
- * a copy or description of the stimulus material provided to students, where relevant
- * one or more work samples which are typical of the kinds of responses students produce when they are working towards or at the standard
- * annotations which identify attributes of the work linked to a standard.

In some work samples there may be a synthesis of several students’ work, combined to give a clear picture of work at a standard. The work samples are not intended to show the full range of student achievement of the standards at a particular level. Teachers can use the work samples as a reference when making their on-balance judgments about students’ work collected over an extended period.

It should be stressed that students rarely perform absolutely uniformly at a given level: their work will typically include a range of attributes illustrative of students working towards or at a given level.”

The DET website

http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/progression_points/about_PP.asp

“The assessment maps are designed to illustrate progress or growth in relation to the standards, using work samples that demonstrate typical progress. The progression points are statements that describe growth ... The standards and progression points are marked numerically down the left hand side of the table and there are links to the Learning Focus statements for each level.

The progression points may be used as a guide to further support discussions about curriculum planning including decisions about assessment and reporting to parents.”

Office of Learning and Teaching, DE&T

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp>