Assessment Planning

Purpose:
To explore how different assessment purposes lead to different planning decisions and subsequent pathways in the assessment cycle.

Assessment Planning and effective Student Learning
In answering the questions: Why? When? What? Who? and How? you will find that your assessment decisions are affected by the original purpose of the assessment. These assessment decisions can be improved by considering what best promotes effective student learning.

What you need:
- 1 copy of pages 1 and 2 (back-to-back) per small team of teachers (3-6 people)
- 1 copy of page 3 (enlarged 140% to A3 size) per teaching team.

Step 1:
- In small teaching teams COMPLETE the blank worksheet “Assessment Planning Decisions #1” (page 3) for an assessment that has either just been conducted, or is about to occur soon.

Step 2:
- SWAP your completed worksheet with another group.
- COMPARE and CONTRAST the responses and see how they relate to the first response: Why? (purpose).
- SWAP with another group and COMPARE purposes and decisions.

Step 3:
- LOOK for common trends and patterns in the whole group of staff.
  Do you have similar purposes and therefore similar decisions in your cycles?
  Is it now timely to consider other purposes for your assessment practices?
  In what ways do your assessment planning decisions affect student learning?

Office of Learning and Teaching, DE&T
Key Questions for Assessment Planning

1. **WHY** is this assessment being done?
   - What is its main PURPOSE?
   - Is it assessment OF learning?
   - Assessment FOR learning?
   - Assessment AS learning?
   - Do I want feedback on my teaching?
   - Is it for motivation? For revision?

2. **WHEN** is the best time to conduct this assessment?
   - Before learning begins (diagnostic)?
   - during learning? after learning?
   - Regularly? Continuously? Rarely? When during the day? Week? Term? During class time? At home?

3. **WHAT** learning goals and/or standards am I assessing?
   - What learning goals are assessed?
   - What Strands? Domains? Dimensions?
   - Am I integrating the domains?
   - What don’t I need to assess?

4. **WHO** is the assessor?
   - And WHO else is a stakeholder?
   - The assessor can be the student, a peer, you (the teacher), an external authority (e.g. VCAA). Stakeholders could be other students, teachers, parents, community members …

5. **HOW** should I design the assessment?
   - What processes or tools do I need to use?
   - Does it need to be formal or can it be informal?

6. **HOW** do I make consistent judgements on student learning?
   - Do I use criteria? Are they negotiated with students? Do I use a rubric? (How do I do that?). A marking scheme? Do I compare my assessments with other teachers? Do I moderate? Cross-mark?

7. **HOW** do I communicate the judgements?
   - To whom? When? What?
   - How much information does the student need now? The parents? Other teachers? How do I record this information? How do I share it (in writing, orally, email)? When is best to share?

8. **HOW** can I use this information to improve learning?
   - Where can I use the information to shape my teaching program? For all students or just this one/group? Where can I change the curriculum? My assessment practices? The learning activities?
Assessment Planning #1

1. **WHY** is this assessment being done? What is its main PURPOSE?

2. **WHEN** is the best time to conduct this assessment? (e.g. before, during, after learning; timing? frequency?)

3. **WHAT** learning goals and/or standards (strands, domains or dimensions) am I assessing?

4. **WHO** is the assessor? (self, peer, teacher, other?) and WHO else is a stakeholder?

5. **HOW** should I design the assessment? What processes or tools? Formal or informal?

6. **HOW** do I make consistent judgements? (e.g. moderation? rubrics?)

7. **HOW** do I communicate the judgements? To whom? When? What?

8. **HOW** can I use this information to improve students’ learning?