Facilitator Notes for Module 1
Connecting Assessment with Learning

Summary:
Linking policy, principles and practices, this module explores research and theoretical understandings that underpin the Department of Education and Training’s Assessment Advice. It also helps teachers audit their practices and make better assessment planning decisions to implement this advice based on research principles.

Warning: These Assessment Professional Learning Modules are not an overnight fix of assessment practices. They are steps in an ongoing journey where teachers can work together to make progressive changes that are manageable in their context and over time. You can tell your group of teachers this - and that you are on the journey with them working towards better alignment of assessment, pedagogy, the Standards and, most importantly, powerful learning that builds deep understanding in students.

First Alert:
It is assumed that you will be exploring these modules with groups of teachers (perhaps in professional learning teams) who share the common purpose of improving their students’ learning. The activities are designed for groups, with frequent pair work and small teaching teams working together on an activity. Some activities in the series require peer observation of classes, so setting up ‘assessment buddies’ at this point would be useful.

Second Alert:
• Before beginning any modules, identify what is working well through working with the group to complete the Self Assessment Tool (either interactively on the web or by highlighting a printed copy of the pdf file). This will identify the highest priority needs and indicate which activities and modules could be usefully completed. Sometimes all activities in a module may be recommended as helpful - at other times only the bold - or core - activities will be recommended, or just a select sample. You should include whichever activities you consider appropriate for your group of teachers.
• We suggest that you ask for some form of evidence of doing each aspect in each row, rather than general impressions.
• Small groups of teachers who will explore the modules together can complete this Tool together, jointly self-assessing their levels of expertise. You may choose to have all teachers complete it individually - and print off their results - collating these for an overview. Or you could select a representative sample of teachers, perhaps including members of the leadership team, to complete the Tool and decide where their colleagues are up to, on balance.
• Re-doing the Self Assessment Tool at various times (end of semester, end of year 1, year 2) may provide teachers with a sense of moving forward in their assessment practices.

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The two important links here are to the Department of Education and Training’s Assessment Advice - which is available at: http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp

And the Principles of Learning and Teaching (PoLT) which are available at: http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp

Especially look at Principle No 5. However other principles are also relevant to assessment practices.

5. Assessment practices are an integral part of learning and teaching. Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students’ further learning and encourage them to monitor and take responsibility for their own learning.

5.1 Assessment practices reflect the full range of learning program objectives. This component involves teachers designing assessment tasks that require students to demonstrate knowledge and skills at many levels including lower order processes such as basic comprehension and higher order processes such as synthesis and evaluation. It involves the assessment of a variety of forms of knowledge and practice such as reasoning skills, values and orientations.

5.3 The teacher makes assessment criteria explicit. This component involves encouraging the development of shared understanding of the assessment tasks.

The Outcomes are at the heart of this module. These are the ideas that you need to keep front and centre as you work through the activities with your colleagues, always connecting back to improving student learning.

After completing Module 1 teachers will be able to:
• analyse how assessment beliefs and values link to past experiences
• map their own ideas about assessment
• compare and contrast the Assessment Advice, and the assessment aspects in The Principles of Learning and Teaching (PoLT) with the Assessment Reform Group’s 10 principles
• distinguish between assessment for learning, assessment as learning and assessment of learning
• audit their practices against these three purposes of assessment
• explain the research base for the Assessment Advice
• recognise that assessment planning decisions are linked to the purpose of the assessment
• plan and implement some classroom-based actions following this module.
* When people begin to discuss their assessment memories, in Activity 1-0 (the assessment appetiser for this module) their beliefs and values often emerge. Some major ideological differences may also become clear. It is better to be open about these differences, and to talk through how they have developed through people’s experiences - even to celebrate diverse viewpoints - than to pretend they don’t interact with assessment, pedagogy and learning.

* Some people are unfamiliar with concept maps and may need encouragement. You could organise that they be done in pairs or trios. There is not a single, or right way to complete this, or any activity.

* There is some new terminology in this module, e.g. assessment FOR learning and assessment AS learning. Like students on the one hand, many teachers will be willing to learn these newly named concepts if their teacher - i.e. you, the facilitator - feels comfortable using the words, and encourages the learners to stretch their knowledge-base. You might want to skim the Glossary on the web before you read anything else.

On the other hand, also like students, there are some teachers who think that any new terms should be ignored or dismissed as mere ‘jargon’ - but these same teachers would not allow their own students to treat new concepts or terminology in this cavalier way. Nor should you, with them. If you come across such a reaction, you might ask them what they would do with their students if there is a negative reaction when a new term or concept is introduced.

### Summary of Module activities

The Facilitator’s Notes for each individual activity are below this table.

<table>
<thead>
<tr>
<th>Module 1 - Activities and Description</th>
<th>Delving Deeper Activities</th>
<th>Samples and Stories</th>
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</thead>
<tbody>
<tr>
<td><strong>The bold activities are the core activities.</strong></td>
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</table>
| **Self Assessment Tool**  
The Tool acts as a guide to those activities and modules that are likely to be useful in your context. It can be done by the whole staff, in small teaching teams or by individual teachers. In each case the results will need to be collated to get an overall perspective on the needs of staff. | | |
| **Activity 1-0 Assessment Appetiser 1: Memory Lane**  
This warm-up activity will help teachers make the connection between their past experiences and their current beliefs and practices. | | |
| **Activity 1-1 Concept Mapping Assessment**  
Using a visual organiser strategy pairs of teachers develop a map of the key ideas related to assessment and how they connect, thus sharing different understandings. | | Sample concept maps are on the web page for Module 1. |
### Module 1 - Activities and Description

The **bold** activities are the core activities.

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<tr>
<th><strong>Module 1 Presentation</strong></th>
<th>Delving Deeper Activities</th>
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<th><strong>Activity 1-2 Key Assessment Principles Jigsaw</strong></th>
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<tr>
<th><strong>Activity 1-3 Assessment Audit</strong></th>
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<tbody>
<tr>
<td>In this activity teachers audit their current practices - sorting them into assessment of learning, assessment for learning and assessment as learning. Then they discuss their strengths and identify where they could make changes.</td>
<td>The Scottish “Assessment is for Learning” triangle can be viewed at: <a href="http://www.ltscotland.org.uk/assess/about/bigideas.asp">http://www.ltscotland.org.uk/assess/about/bigideas.asp</a></td>
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<table>
<thead>
<tr>
<th><strong>Activity 1-4A Assessment and Learning Research #1</strong></th>
<th><strong>1-4B Assessment and Learning Research #2</strong></th>
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</thead>
<tbody>
<tr>
<td>Through using the short Discussion Starters teachers will learn what some important research says about the relationship between assessment and learning.</td>
<td>1-4B Assessment and Learning Research #2 Here are more Discussion Starters drawn from important research.</td>
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<tr>
<th><strong>Activity 1-5 Assessment Planning Decisions</strong></th>
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<tr>
<th><strong>Activity 1-6 Assessment Actions from Module 1</strong></th>
<th><strong>Professional Reading for Module 1</strong></th>
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<tbody>
<tr>
<td>This will assist in planning follow up actions.</td>
<td>This material provides additional ideas and draws together some important ideas for this module.</td>
<td>Module 1 Resources Additional web links and texts are available here to follow up the ideas in this module.</td>
</tr>
</tbody>
</table>

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By completing the **Self Assessment Tool** you will have already identified which activities in this module your group of teachers could most usefully complete.

### Facilitator Notes for each activity in Module 1:

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<th>Sequencing</th>
<th>Timing</th>
<th>Resources &amp; Notes</th>
<th>Follow-up Questions</th>
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</thead>
<tbody>
<tr>
<td><strong>Note:</strong> <strong>bold</strong> activities are core</td>
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<tr>
<td><strong>For this FIRST module, you should begin with the “Self Assessment Tool”, before the first “working” session. It acts as a guide to which activities and modules are most useful for particular groups of teachers.</strong></td>
<td><strong>PRIOR to 1st group meeting:</strong> 10 minutes online or distribute an A3 paper copy through pigeon holes and collect and collate before the 1st meeting</td>
<td>You will need the “Self Assessment Tool” People can either do it interactively online and print off their results, or you will need to enlarge (140%) the pdf file to A3 size and make 1 copy for each person (or pair or teaching team) who completes it. This may be all staff, all the people in the group doing the module, or you may prefer to do this with a representative group of yourself, another member of the leadership team and 1 or 2 teachers as a team. You may choose to ask small teams of teachers to do it together e.g. year 3/4 teachers, or year 8/9 maths teachers. You need to know the trends in responses so that you can select the appropriate activities/modules for the whole group.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 1-0 Assessment Appetiser 1: Memory Lane</strong> This warm-up activity will help teachers make the connection between their past experiences and their current beliefs and practices.</td>
<td><strong>15 minutes</strong></td>
<td><strong>Before the activity you will need to:</strong></td>
<td><strong>Ask:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• print the downloadable pdf file</td>
<td>• Why do these assessment memories stick in your mind?</td>
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<td></td>
<td></td>
<td>• make photocopies of page 1 - one per pair of teachers</td>
<td>• How have your own past assessment injustices affected your assessment practices today?</td>
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<td>• keep the groups small (3-4 people) to allow all to have a say</td>
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<td>• some teachers may prefer to talk about the issues in pairs, then share with a larger group (their table or whole group). Some people may write on the sheet in the quiet time - others will just quietly read/think then react/talk. Either is OK</td>
<td></td>
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<td></td>
<td></td>
<td>• you might round off by having a volunteer from each table group telling someone else’s memory and the possible impact on practices to the whole group (with permission, of course).</td>
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</table>

Office of Learning and Teaching, DE&T  
<table>
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</table>
| **Activity 1-1**  
Concept Mapping Assessment |
| **Timing** |
| 15-20 minutes - either individuals or in pairs  
(or you can set as a “Homework” activity that is brought back next time) |
| **Resources & Notes** |
| **Note:** For Masters accreditation see the note about this at the end of this Table in these Facilitator Notes. |
| **Follow-up Questions** |
| **Ask:** |
| • Why do our maps vary in the terms used, how we lay them out and the connections? |
| **Note:** |
| You should collect these maps and keep them safe as they do a 2nd map at the end of the series of modules (Activity 5-6) – then hand back map 1 so they can compare and contrast to see changes in their thinking over time. |

**Module 1 Presentation**  
Essential theory and policy is presented to underpin all modules.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Before the activity you will need to:</th>
</tr>
</thead>
</table>
| Concept Mapping Assessment | 25 minutes | Download the presentation file and organise a computer and data projector to show the presentation.  
There are notes for you, as presenter, below each slide (view: “Notes” and then print) or it may be easier to use the copy of them at the end of this set of Facilitator Notes. |

Office of Learning and Teaching, DE&T  
**Sequencing**

Note: **bold** activities are core

<table>
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<th>Activity 1-2 Key Assessment Principles Jigsaw</th>
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**Activity 1-2 Key Assessment Principles Jigsaw**

This activity explores the Assessment Advice and relevant Principles of Learning and Teaching (PoLT), especially Principle 5. It concludes with building a picture of what assessment as/for/of learning looks like in your specific context.

| a) Home Groups for 10 mins                   |
| b) Expert Groups (with computer access) 20 minutes |
| c) Home Groups for 20 minutes.               |

Note that this could be spread over time, e.g.:

a) in week 1  
   b) during the week &  
   c) in week 2.

**Before the activity you will need to:**

- decide how many Home Groups you have (with 4-6 people per group), and hence half that number of people will be split into 2 Expert Groups (Group A and Group P) evenly across Home Groups. Organise web access for expert pairs.
- download the pdf file for this Jigsaw, and read page 1 for more information on how the ‘jigsaw’ works.
- photocopy:
  - a) 1 copy of page 1 (the instructions) per pair of teachers
  - b) 1 copy of the “Task Sheet for Home Groups” per Home Group
  - c) 1 copy per pair in Expert Teams (half the total number has Expert Team A sheet and half has Expert Team P sheet)
  - d) Expert Team A also needs one copy per pair of page 4.

**During/After the activity:**

- keep the groups on task.
- ensure that the pictures of assessment of/for/as learning are shared and/or displayed for other teachers to see.

**Ask:**

- How would we recognise assessment OF learning, assessment FOR learning, or assessment AS learning, when we see it happening?
- What important principles can we incorporate into our everyday practice?

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<td><strong>Follow-up Questions</strong></td>
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**Activity 1-3 Assessment Audit**

In this activity teachers audit their current practices - sorting them into assessment of learning, assessment for learning and assessment as learning. Then they discuss their strengths and identify where they could make changes.

| 20 minutes                                    |

**Before the activity you will need to:**

- download and print the pdf file.
- make 1 copy of pages 1-3 (back-to-back & stapled) each.
- organise pairs to work together as “assessment buddies”.
- ask teachers to BYO a list of all the assessment they did with one class for last semester (both formal and informal) - see p.1.

**During the activity:**

- remind teachers to brainstorm and include ALL their assessments – all the ways they make judgements about students’ learning and progress (include informal methods).
- encourage teachers to plan changes in assessment practices to include some they currently use rarely, and to be accountable to each other.

**Ask:**

- In what ways do you gather evidence that students are learning?
- Does all assessment have to be recorded?
- Is there a general trend in which purpose (of/for/as) we use least often?
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<th>Ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1-4A Assessment and Learning Research #1</td>
<td>30 minutes</td>
<td>download and print the pdf file - select which Discussion Starters you will use – especially if you have fewer than 16 people (pairs look at the same Discussion Starter – and there are 8 different ones) - copy the Discussion Starters as required - one per pair - organise a highlighter pen for each pair.</td>
<td>• What ideas are new to you in this reading? • How does this relate to our practices here?</td>
</tr>
<tr>
<td>1-4B Assessment and Learning Research #2</td>
<td>30 minutes</td>
<td>download and print the pdf file - instructions are the same as for Activity 1-4A.</td>
<td></td>
</tr>
<tr>
<td>Activity 1-5 Assessment Planning Decisions</td>
<td>20 minutes</td>
<td>download and print the pdf file - make a copy of pages 1 &amp; 2 (back-to-back) and enlarge page 3 to A3 size (140%) - make enough copies for one per teaching team (of 3-6 people) - read the instructions yourself – and note that it is a cycle of decision-making that depends on the “Why?” question or the purpose of the assessment.</td>
<td>• Do you have a clear and worthwhile purpose for each assessment act? • Could you tell the students why they are doing each assessment? • Are our responses and purposes similar? Varied? • What other purposes could we use to drive assessment planning decisions?</td>
</tr>
</tbody>
</table>

Note: **bold** activities are core
### Activity 1-6 Assessment

**Actions from Module 1**
This will assist in planning follow up actions.

**Timing**
15 minutes

**Before the activity you will need to:**
- download and print the pdf file
- photocopy enough for ONE copy of pages 1 & 2 (back-to-back) for each small teaching group of 3-6 people. This is a collaborative process.

**During the activity:**
- keep people focused on ACTION!

**Ask:**
- What can you try that fits with the ideas in this module?
- Who will you be accountable to? When?
- Please do the homework!

### Professional Reading for Module 1

**This material provides additional ideas and draws together some important ideas for this module.**

**Timing**
About 20 minutes in teachers' own time

**Before the activity you will need to:**
- download and print the pdf file
- copy (or email) one per person
- suggest to people that before they begin reading they note the Focus Question at the top. After reading they can respond to the Reflection Question at the bottom of the second page
- expect people to read it and report back in the sharing session at the start of Module 2.

### Extend

You could use the Module 1 Resources on the web with the expectation that each teacher involved in this process will browse - for say one hour - through one internet site before the next meeting and report back on something useful they found there (you could even expect them to BYO a downloaded example of something interesting to share).

You may suggest that people pair up for their Assessment Actions and explore particular sites to ensure that key ones are investigated. In this way the whole group can access a broader range of information, without everyone spending a lot of time on the web, or in the library.

There are VERY useful websites from: Scotland, Dublin, New Zealand, the UK and Queensland, among other places, along with the great website on assessment for learning at the Curriculum Corporation. The links to these are definitely worth exploring.

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**Masters credit**

The **bold** Activities in the above Table, are those that together form the basis of the Masters accreditation at Monash University - and perhaps at other universities as well.

Teachers who think they might like to take up this option (i.e. to gain credit for one subject in an MEd if they enrol within 5 years) should keep a **Portfolio** of their activities across all five modules to show evidence of completing this work.

**To begin the process for Masters accreditation:**
Teachers should do Activity 1-1 Concept Mapping Assessment (it can be done in pairs). They should then keep their concept map in a safe place, because at the end of Module 5 they will then also complete a second concept map.

After completing all five modules, teachers will then need to write a piece of approximately 1000 words where they:

a) compare and contrast their two assessment concept maps - the one done at the beginning of Module 1 and the one done at the end of Module 5; and

b) reflect on the changes to assessment practices in their context that have resulted from the Assessment Professional Learning series of modules.

This reflection will be the FIRST piece in the Portfolio used to claim credit at Monash University - and at other institutions that may grant it as well.

If people are interested in this option, Monash University can be contacted via an email to:
info@education.monash.edu.au

Inform teachers that this is an option, but only if portfolio records are kept to show evidence of completion of the bold activities across all five modules.
### Slide 1
The whole series of 5 modules is called: “Assessment Professional Learning”.
This first Module is called: “Connecting Assessment with Learning”

### Slide 2
In this package, we look at
- policy (such as the Assessment Advice from DE&T),
- theoretical principles (such as research on how learning is affected by assessment), and at
- classroom practice (such as how we conduct our assessment of students’ learning).
Each informs, and can be affected by, the other. For example,
- Policy is influenced by both the research (what is best for learning) and by classroom practice (what is manageable as we implement VELS).
- Theoretical principles are influenced by classroom practice (the research was conducted in classrooms) and an awareness of the policy climate.
- Classroom practice influences research (what happens is researched) and policy (what is possible becomes policy).

### Slide 3
This shows how “Flagship Strategy 1: Student Learning” initiatives connect to support student learning in classrooms.
- Need to start with our PURPOSE as educators. Our educative purpose reflects our values, beliefs and understandings.
- ‘WHAT is it powerful to learn?’ – a question we are seeking to answer through implementing the Victorian Essential Learning Standards.
- The Principles of Learning and Teaching (PoLT) help to answer the question “What is powerful learning and what promotes it?”
- The Assessment Advice allows us to assess if learning has occurred. This is the focus of these professional learning modules.
- Reporting on student achievement, including plans for their future learning is communicated to students, teachers, parents and other teachers.
There are new formats from 2006. In addition schools report on student achievement to the system.
Note: This Professional Learning package is not about the new Student Reports.

### Slide 4
This image is from another part of Flagship Strategy 1: Curriculum Planning Guidelines (CPG)
The curriculum planning you conduct incorporates together:
- the Standards (VELS),
- your pedagogy and how you arrange the learning experiences for your students,
- your classroom assessment practices.
These three aspects of your work inter-connect with the learners being at the centre of your focus.
(The teacher can be a learner about all these 3 aspects, as well as the students in your class being learners.)
### Slide 5
While PoLT No 5 is a key principle, assessment also relates to some of the other principles, such as:
- **PoLT Number 2:**
  The learning environment promotes independence, interdependence and self motivation (assessment can promote or inhibit this).
- **PoLT Number 4:**
  Students are challenged and supported to develop deep levels of thinking and application (assessment can also promote or inhibit this).

### Slide 6
30-second think: Individual - quiet thinking time (ensure there is no talking). Use a stop-watch - otherwise you’ll jump in too early! (a quiet 30 seconds takes a while). No writing required - just thinking… of as many reason or purposes as possible for assessing.

### Slide 7
You may get a few reasons from the group before you show this slide. Or maybe they can add other reasons to this list (there are many more) …. Or people can say which ones they use themselves (and which they don’t ever have as a reason for assessing)… But, don’t spend too long on this slide though, as the next slide is the key!

### Slide 8
This is the key reason for assessing and is the focus of these modules. That has implications for the when, where, who, why etc questions about assessment.

### Slide 9
Our values and beliefs about good assessment practices - what we hold dearly in our hearts - are shown through the way we conduct our curriculum and how we assess students’ learning. If we believe strongly in particular reasons for assessing, or types of assessment, then it will show through in our practices.

### Slide 10
- Because we have had certain experiences, lived in particular contexts, been successful students - or not - at particular modes of assessment our selves, we have developed a world view about assessment. What we think is the “right” way to do it.
- As the “Memory Lane” appetiser showed, our assessment values have been shaped by our past experiences - as well as by our educational theory. Perhaps ask for a few values to be expressed? e.g. “I value feedback in assessment because…”
- When we enact our assessment in the classroom, we pass on these values to our students…. and so the cycle is perpetuated (for good or not).
- We do not want to send messages that do NOT fit with our own values on assessment. Hence we need to take the time to work through what we really value - and how this aligns with policy and research.

### Slide 11
These principles are, in essence, an expression of values underlying the VELS. They are values we can all share.

### Slide 12
Students don’t need to be told what we value. They “read” it from what we do. If we value learning of particular things and processes across the VELS strands and domains, we should build it into our assessment processes e.g. group work, thinking processes, etc.

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| Slide 13 | This is the DE&T definition of assessment that drives this professional learning. |
|-------------------------------------------------|
| Slide 14 | We will work through the differences in these purposes of assessment over the next 3 slides.  
The logo on the right is the Department's image to illustrate the 3 purposes. |
| Slide 15 | The top bold text is the Assessment Advice statement.  
The lower paragraph is an elaboration of what it means. |
| Slide 16 | The top bold text is the Assessment Advice statement.  
The lower paragraph is an elaboration of what it means. |
| Slide 17 | The top bold text is the Assessment Advice statement.  
The lower paragraph is an elaboration of what it means. |
| Slide 18 | This is clarifying the terms  
• summative and  
• formative.  
Formative - happens along the way and can shape the learning (or while the cook has time to add some ingredients).  
Summative - the judgement is made: how good is this soup? (But the cook can learn from this for next time…). |
| Slide 19 | • The terms “summative” and “formative” overlap these three purposes of assessment.  
• Much literature (including some that teachers will read through these modules and the PoLT material) uses the terms summative and formative assessment frequently.  
Teachers need to know how they connect with these three ideas.  
• Summative: sums up learning/achievement at a point in time  
• Formative: shapes or forms learning before it's too late, contributes to the learning process (and includes diagnostic assessment - where prior learning or gaps/problems are identified; and self and peer assessment). |
| Slide 20 | As teachers will be reading Black and William and others’ work, such as the “Assessment Reform Group” in the UK, they need to know that “assessment FOR learning” is often used as an umbrella term as described above.  
Otherwise they will get confused.  
We use the three terms in distinct ways, as do the Scottish Department of Education and researchers such as Lorna Earl from Canada. |
| Slide 21 | These terms will appear in literature that teachers read. It is leading into the next slide.  
The types of assessment are not hard to distinguish (although in some cases they get mixed - as in the VCE).  
The term likely to be least familiar to most teachers is ipsative-referenced.  
It merely means the distance, or progression, from where a student was last time they were assessed, and where they are now. It is what we are measuring on the Standards - growth over time.  
If teachers baulk at this new term, ask what they would do in class if students did not want to learn any new terms? |
<table>
<thead>
<tr>
<th>Slide 22</th>
<th>In Victoria we will be using “standards-based assessment” as our main term, because that is what we want: to measure the students’ learning against the Standards in Levels from 1 through to 6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 23</td>
<td>This is unpacking PoLT No 5 a bit further. (PoLT = Principles of Learning and Teaching.) One of the activities (Activity 1-2) goes beyond this level of unpacking.</td>
</tr>
<tr>
<td>Slide 24</td>
<td>A closing reminder, that the Assessment Advice centres on these three purposes of assessment. This Module 1 looks closely at the research basis for linking learning and assessment. It explores: research principles, classroom practice and the policy (the Assessment Advice). There is a Module dedicated to each of the 3 purposes: Module 2: Assessment OF learning Module 3: Assessment FOR learning Module 4: Assessment AS learning The last module is Module 5: Making Consistent Judgements</td>
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