

## Unit content

- National Professional Standards for Teachers
- Current issues, practices and beliefs around assessment and evaluation
- Assessment strategies and types
- Curriculum requirements
- Recording assessment data
- NAPLAN
- Test literacy
- Interpreting and evaluating assessment data
- Whole school approach to assessing

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# Week 1: Introduction to Assessment

## What makes an effective teacher?

- Approachable
- Confident
- Understanding
- Know the students
- Determines what they know/**what they need to learn**
- Determines the best way in which this can be achieved
- Determines all the things that will be needed to achieve this
- Knows if the children are learning and how well
- Determines what has been learned by each individual in their class and **then determine what should come next**
- Determines if the teaching and plans are working or **need modifying**.

## The AITSL standards

- Stands for the **Australian Institute for Teaching and School Leadership**.
- Standard 5: **Assess, provide feedback and report on student learning**.
- 5.1 Assess student learning: Demonstrate understanding of **assessment strategies**, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 **Provide feedback** to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- 5.3 Make consistent and comparable **judgements**: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
- 5.4 **Interpret student data**: Demonstrate the capacity to interpret student assessment data to **evaluate student learning** and modify teaching practice.
- 5.5 Report on student achievement: Demonstrate understanding of a **range of strategies for reporting** to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

## The BIG reason for assessment

- **SO YOU KNOW WHAT TO TEACH NEXT!**
- Understand each child's needs
- Support learning
- Determine if teaching method, resources and assessment were effective
- Report on learning
- Be accountable

## How to assess

- Tell the children what they will be assessed on exactly (**explicit**)
- Assess each child in multiple ways and collect a number of sources of information/data (**valid**)
- Make the assessment a part of the teaching (**educative**)
- Consider each child's needs (**fair**)
- Assess multiple times (**comprehensive**)
  - Can be done through observation and anecdotal notes
  - Not every assessment needs a rubric

## What to assess



- What you said you would teach
- Need to plan
- Assessment stems from the planning

## Who

- All children
- Groups of children
- Individuals

## When

- At the same time
- On rotation
- At the point of need

Make sure **all children are assessed in multiple ways and over a period of time**.