

Main Points

Nexus between Teaching and Assessment:

Powerful Assessment

↓
supports

Effective Teaching

↓
promotes

Powerful Learning

The AITSL Standards:

- As teachers, we have a set of nationally agreed standards that describe what effective teachers do at various stages in their career.
- **Standard 5: Assess, provide feedback and report on student learning**
 - 5.1 Assess student learning
 - 5.2 Provide feedback to students on their learning
 - 5.3 Make consistent and comparable judgements
 - 5.4 Interpret student data
 - 5.5 Report on student achievement

Why do we assess?

- So that teachers:
 - Know what to teach next
 - Can understand each child's needs
 - Can report on student learning
 - Can be accountable
 - Can determine if the teaching method, resources and

Reading Notes

Key Questions and Answers

1. What are the educational and instrumental objectives of assessment?

Educational objectives:

- Concerned with gathering information on student progress in such a way that it can be used by teachers (and parents) to help students improve their learning.
- E.g. providing feedback to students so that they can better understand what they need to do to improve their performance.

Instrumental objectives:

- Relates to the sifting and sorting of results gained from assessment.
- E.g. Teacher-made tests to group children into ability groups.

2. What are the technical terms relating to assessment and what do they mean?

- Refer to 'Glossary of Terms'

3. How do social, political and economic contexts influence assessment in schools?

Social:

- Assessment can worsen social problems if assessment outcomes are interpreted outside of the social contexts that they inevitably influence.
- For this reason, assessment needs to be used with care and in such a way that unintended social outcomes are not created.
- On the other hand, assessment can also alert us to potential social problems and inequities and provide the grounds on which specific action can be taken.
- Assessment can be disadvantageous to certain students (E.g. access

Week 3: Types of Assessment

Chapter 4

Main Points

Formative Assessment:

- Assessment *for* learning.
- This type of assessment is on going.
- It informs where we need to go at each step of the way.

Summative Assessment:

- Assessment *of* learning.
- Happen at the end of a unit of work.
- Identifies what students have learnt.

Assessment Types vs. Assessment Strategies:

Assessment Types	Assessment Strategies
Summative	Interview
Formative	Test
Authentic	Summaries
Diagnostic	Observations
Norm-referenced <i>(Using standardised tests that compare a similar group of students)</i>	Concept Maps
Criterion- referenced <i>(students assessed against a benchmark. E.g. NAPLAN)</i>	Journals
Self Assessment	Display
Peer Assessment	Preparation

Reading Notes

Key Questions and Answers

1. How do traditional and authentic assessment strategies differ?

Traditional assessment:

- Involves the use of paper and pencil tests that ask students to choose responses from alternative answers (E.g. multiple choice, true/false, fill in the blanks, matching exercise).
- These are criticised as they provide single 'correct' answers, promote a narrow curriculum and provide little diagnostic information on how students problem solve and approach tasks.

Authentic assessment:

- Present tasks that are 'real world' allowing them to be worthwhile, significant and meaningful to children.
- This valid assessment system provides information about particular tasks on which students succeed or fail.
- Authentic learning is real, meaningful and purposeful.
- It is part of the normal daily activities.
- It involves a variety of assessment strategies that capture the quality of students' work.
- Assessments are based on performance (tasks assessed by actual demonstration).
- Situated assessment, or tasks assessed in context.
- Problem-based assessments
- Competence-based assessments

2. What four categories do the authors use to classify assessment strategies?

Tests (teacher-devised and standardised):

- E.g. multiple choice, true/false, short answer, matching, essays, concept maps etc.

Week 6: Feedback and Reporting

Chapter 3

Main Points

The Importance of Feedback:

- Teachers, who collect and record data and use the data to make educational decisions, have students who show more academic success than teachers who do not follow feedback procedures.
- Feedback should be used to improve learning, not just give awards or marks.
- Feedback needs to be timely.

Feedback provides...

- Information about what happened or what was done.
- Evaluation of how well the task was performed.
- Guidance as to how it could be improved.

When does feedback occur?

- At any point during the learning cycle (before, during and after).
- There is no point giving feedback if students are not given opportunities to read, use and improve from it.

Effective Feedback is...CUTOGATT

- Consistent
- User-friendly
- Timely
- Ongoing
- Goal Referenced
- Actionable
- Tangible
- Transparent

Reading Notes

Key Questions and Answers

1. What factors can diminish the validity of an assessment task?

- When the social consequences of assessment are negative (E.g. constantly depressing results from certain groups).
- Tasks that cannot be related to the broad domain being assessed.
- Lack of moderation between teachers.
- If an assessment task is not authentic/real world.

2. How should assessment take place in 'democratic and participatory classrooms'? (p. 36)

- Assessment is a part of the everyday communication that goes on in the classroom.
- Assessment would allow for the questioning of the purposes of some kinds of assessment and their replacement with alternatives.
- Assessment is about learning to question and learning to take action when things need to be changed.

3. What potential benefits are associated with formative assessment?

- Assessment for learning highlights assessment as a regular part of the teaching process.
- It allows feedback to occur to help students improve their learning.
- Evidence from formative assessments is used to adapt the teaching to meet students' needs.
- Formative assessment has the potential to improve learning and encourage the conditions for learning to flourish.
- It improves the quality of teacher-pupil interactions.
- It helps students to take responsibility of their own learning.
- It develops habits for students to become lifelong learners.

Week 7: System-wide Assessments

Chapter 9

Main Points

National Assessment Program (NAP):

- NAP is run at the direction of the Education Council (Australian Government).
- It includes:
 1. **Three-yearly Australian sample assessments (not everyone-people are chosen at random) in science literacy, civics and citizenship and ICT literacy.**
 2. **International sample assessments (PISA, TIMMS and PIRLS).**
 3. **The National Assessment Program- Literacy and Numeracy (NAPLAN).**

Benefits of NAP:

- To help drive improvements in student outcomes.
- To provide increased accountability for the community.
- Aiming for better schools and better schooling systems.

1. Australian Sample Assessments:

- Civics and citizenship
- ICT Literacy
- Science Literacy
- Assesses Year 6 (Science Literacy) and Year 10 (all 3)
- Three year rolling cycle, meaning that they choose one per year (Science Literacy was last done in 2015).
- Schools are chosen at random.
- Public reports are provided that show a national comparison of student performance against the relevant framework available.

Reading Notes

Key Questions and Answers

1. What is the difference between NAP and NAPLAN?

NAPLAN:

- NAPLAN is only one part of a broader set of assessments referred to by the National Assessment Plan (NAP).
- Data from NAPLAN can be used to diagnose individual literacy problems and also school-level problems, after review of the data at the school level.
- Data from NAPLAN can help to better utilise curriculum sequence and teaching strategies once student performance on particular tasks is understood.
- NAPLAN was created due results being unable to be compared over different states, as different measures were being used in each state.
- NAPLAN was made as a national assessment mechanism.
- NAPLAN is an accountability mechanism that the state governments have agreed to in return for funding that schools receive from the government.

NAP:

- Sample assessments from NAP (Australian sample assessments and International sample assessments) do not have the same feedback or reporting mechanisms as NAPLAN, therefore their use is more limited.
- NAP includes international sample assessment and allows for comparison over many countries.

Glossary of Terms

Norm-referenced assessment: Ranks individual students according to their performance. It displays the range of performance and enables comparison of different levels of performance.

Criterion-referenced assessment: Shows how an individual student's performance compares with some pre-defined criterion or goals. It assesses children against criteria, not against other students.

Standards-based assessment: Uses criterion referencing to show a student's performance in relation to expected levels of achievement at a specific grade level of schooling.

Standardised test: A test that is developed, administered, scored and interpreted according to a common set of procedures. It is used with large samples of students and can be successively administered over time.

Traditional assessment: Involves the use of paper and pencil tests that ask students to choose responses from alternative answers (E.g. multiple choice, true/false, fill in the blanks, matching exercises).

Alternative assessment: Students demonstrate their level of achievement by creating a response or a product (E.g. essay, painting, oral presentation, group projects).

Performance-based assessment:
An alternative form of assessment that engages students in tasks and activities (E.g. role play, debate). Judgements are made through direct observations of performance.

Assessment: The process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.