

Evaluate



Teachers use multiple forms of assessment and feedback to help students improve their learning and develop agency. They monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement, and address student individual needs.

Continuum of practice

Each continuum level of teacher proficiency assumes proficiency at the previous level.

GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
<ul style="list-style-type: none"> Teachers demonstrate understanding of assessment strategies that meet the Achievement Standards for Learning Areas and Capabilities Teachers use explicit assessment criteria to assess student progress referenced against curriculum standards and the learning goals Teachers continuously monitor student learning, integrating evidence from formal and informal assessments Teachers provide students with targeted feedback on achievement related to their learning goals and their needs Teachers communicate with parents/carers to provide regular updates on student progress Teachers use student achievement data to guide their own professional learning Teachers build new knowledge and skills through research, peer observation and coaching 	<ul style="list-style-type: none"> Teachers ensure assessment strategies meet the Achievement Standards for Learning Areas and Capabilities Teachers design authentic, fit-for-purpose assessments based on the learning objectives and students' individual needs and abilities Teachers work with colleagues to develop assessment rubrics with explicit assessment criteria and make consistent judgements validated by moderation Teachers use multiple forms of formative assessment and provide feedback to students to help them reflect on the learning processes and the impact of effort on achievement, identify their strengths and areas for improvement, and form new learning goals Teachers analyse student data, reflect on the effectiveness of their own teaching and undertake appropriate professional learning 	<ul style="list-style-type: none"> Teachers collaborate to plan learning programs, integrating multiple forms of fit-for-purpose formative and summative assessments Teachers demonstrate high-level knowledge and skills in monitoring student progress, providing feedback and adjusting instruction to support and extend all students Teachers support colleagues to build student capacity to develop and use assessment rubrics to monitor their own learning progress Teachers support colleagues to implement student self-assessment and peer assessment, giving students opportunities to review samples of work, identify evidence of learning, and exchange constructive feedback Teachers support colleagues to trial new practices and evaluate their effectiveness using feedback from students, colleagues and parents/carers 	<ul style="list-style-type: none"> Teachers lead the development of multi-level learning programs, integrating multiple forms of fit-for-purpose formative and summative assessments Teachers lead colleagues to critically review and improve their assessment strategies Teachers lead colleagues to use feedback from students, colleagues and parents/carers to improve assessment strategies Teachers help colleagues to set aspirational goals that extend students beyond their current performance level Teachers lead a whole-school approach to developing evaluative practice, prioritising time and resources for teams to scrutinise their impact on students' progress Teachers lead processes to analyse a range of student data for strategic planning of teachers' individual and collective professional learning

Resources

- AITSL resource: Reflect on your practice. <https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice>
- AITSL resource: Reframing feedback to improve teaching and learning. https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12
- AITSL video: Analysing data to improve student learning. <https://www.aitsl.edu.au/tools-resources/resource/analysing-data-to-improve-student-learning-illustration-of-practice>
- Education Services Australia. Assessment for learning. Strategies to enhance student self-assessment. http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html
- Goss, P., Hunter, J., Romanes, D. & Parsonage, H. (2015). *Targeted teaching: How better use of data can improve student learning*. Melbourne: Grattan Institute.
- Griffin, P. (2009). Assessment is for teaching. *Independence*, 34(2).
- Griffin, P., Murray, L., Care, E., Thomas, A. & Perri, P. (2010). Developmental assessment: Lifting literacy through professional learning teams. *Assessment in Education: Principles, Policy and Practice*, 17(4).
- Masters, G.N. (2013). Reforming educational assessment: Imperatives, principles and challenges. *Australian Education Review*, 57(3).
- Marzano R.J. (2017). Chapter 2: Using assessments. In *The new art and science of teaching*. Cheltenham, Australia: Hawker Brownlow Education.
- Mueller, J. (2016). Authentic assessment toolbox. <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>

This domain is demonstrated when students:

- understand the connections between learning activities and assessment tasks
- understand the assessment criteria and what they need to do to progress their learning
- self-monitor their progress and provide evidence they believe demonstrates they have achieved their goals

This domain is demonstrated when the teacher:

- uses assessment tasks that allow students to demonstrate knowledge and skills at many levels
- supports further learning by providing regular feedback to students on their progress against individual learning goals and curriculum standards
- supports students to monitor their own learning and self-assess
- provides ongoing feedback to students about their performance through formative and summative assessments
- uses a range of evidence to monitor the effectiveness of learning programs in meeting student needs, and to establish challenging learning goals

Sample performance and development goals

GRADUATE

By the end of this planning cycle, I want to have improved my ability to provide feedback to students through formative and summative assessments.

To achieve this goal, I will improve my knowledge and skills in providing different forms of feedback.

To learn how to do this, I will work with a mentor and engage in professional learning. I will review Practice Principles 6 and 7, and work through HITS 8 (Feedback). I will explore AITSL videos and resources on feedback at <https://www.aitsl.edu.au/teach/improve-practice/feedback>. I will ask my mentor to observe my class and work with me to improve my ability to provide students with precise, timely, specific, accurate and actionable feedback. I will seek feedback from my students, Teacher Mentor and colleagues on my ability to provide feedback and will use their insights to improve my teaching.

I will know I have achieved my goal when:

- formative and summative assessments are incorporated into my learning program
- my strategies for providing feedback are built on current evidence and feedback on my teaching
- my Teacher Mentor's feedback indicates improvement in the quality of feedback I provide to students
- students report (via surveys and interviews) increased confidence in developing and undertaking learning tasks
- students can identify areas for improvement and articulate next steps to further their learning
- student learning outcomes improve.

Illustration of practice

SECONDARY – DRAMA

Drama is a performance-based practical subject that makes it more difficult for teachers to objectively **evaluate** student performance. At a large metropolitan high school, drama teachers wanted to provide meaningful opportunities for **personalised and differentiated learning**, and improve student **self-assessment** and **teacher assessment** practices.

In collaboration, teachers revisited assessments that were developed to align with the Victorian Curriculum F-10 and mapped the key skills that needed to be assessed. Teachers worked with students to **update assessment rubrics**, discuss learning goals and develop **self-assessment** strategies. Students' **progress performances** were filmed in many lessons and uploaded to the class page on the school Virtual Learning Environment. Within the dedicated **reflection time** at the conclusion of each lesson, students accessed their videos and undertook a self-reflection exercise online, assessing their performance against the **assessment criteria** and identifying the **next steps** in learning.

Teachers reviewed students' performances and **self-assessments** after each lesson and used that information, in combination with their own assessment ratings, to **inform future learning** activities. For example, students who identified that they needed to work on characterisation or the use of stagecraft would commence the following lesson in a student-led mini workshop, utilising pre-arranged resources. Teachers rotated between groups, **monitoring** student learning and providing timely and constructive feedback.

Providing students with opportunities to self-assess and make decisions about their learning allowed students to use their time effectively to progress toward their **learning goals**. The ongoing partnership between teachers and students enhanced **formative and summative assessment** throughout the course. Students reported high **confidence** in learning, **satisfaction** with their progress and **engagement** with the course content.

LEAD

By the end of this planning cycle, I want to have improved the consistency of the assessment practices in our school, using moderation.

To achieve this goal, I will build teachers' knowledge and skills in moderation, investigate current use of moderation in our school, and lead a moderation process.

To learn how to do this, I will refresh my knowledge on moderation and review current evaluative practices at our school. I will engage with a PLC in this area of focus and conduct workshops to build my colleagues' knowledge and skills in moderation. I will lead teachers in our PLC by organising and carrying out initial moderation and follow-up moderation activities.

I will know I have achieved my goal when:

- teachers gain additional moderation knowledge and skills
- teachers collaborate to complete moderation processes
- follow-up moderation activity results indicate that teachers assess student work more consistently
- teachers report increased confidence in designing robust assessment rubrics for their classes.