Technology (2003)

Years 1 to 10
Sourcebook Guidelines
(Part 5 of 7)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 5 of 7.

Queensland Government
Queensland Studies Authority
Partnership and Innovation

Planning for learning and assessment

The *Years 1 to 10 Technology Syllabus* provides a framework for planning for learning and assessment that provides opportunities for students to develop and demonstrate what they know and can do with what they know. Programs, units and activities are the structures used to organise curriculum in schools. Experiences that promote learning and strategies for gathering information about the learning are developed within these structures. The nature, extent, purpose and organisation of programs, units and activities differ widely depending on student needs, teacher expertise, the local context and school authority requirements.

This section provides advice to teachers that will support appropriate, effective and efficient planning for learning and assessment practices for:

- the characteristics of worthwhile programs, units and activities
- planning curriculum for demonstrations of learning outcomes
- planning assessment for demonstrations of learning outcomes.

Characteristics of worthwhile programs, units and activities

Programs, units and activities that are consistent with the principles of an outcomes approach should reflect:

- comprehensiveness
- promotion of self-reflection
- appropriateness
- sequencing
- relevance and authenticity
- consideration of equity issues
- promotion of active learner involvement
- efficient and innovative use of resources
- policies.

Comprehensiveness

Programs, units and activities are comprehensive when they offer a variety of learning experiences drawn from multiple contexts that cater for a range of learning styles. Assessment and reporting are comprehensive when students are provided with multiple opportunities in a variety of contexts to demonstrate learning outcomes. Judgments about students' demonstrations of learning outcomes should be gathered and recorded over time using a variety of assessment techniques and recording instruments.

Promotion of self-reflection

Programs, units and activities that promote reflective and self-directed learning provide opportunities that enable students to monitor their own learning. These opportunities should be provided regularly to enable students to reflect on what they have learned, on their strengths and weaknesses as learners, on their progress in demonstrating learning outcomes, and on ways to improve their learning.

Appropriateness

Programs, units and activities are appropriate when they are suited to the developmental needs and learning styles of students. Teachers should provide

students with learning experiences that represent realistic challenges and enable them to develop beyond their present levels of understanding. Appropriateness for all students requires that learning experiences be varied and individualised where necessary.

Sequencing

The sequence of units and activities should allow time for students to investigate ideas, develop skills and understandings, and provide multiple opportunities for students to demonstrate learning outcomes. Students should be made aware of the anticipated evidence for demonstrating learning outcomes and know how they are progressing in relation to this.

Consideration must be given to the balance of units and activities across the span of an overall school Technology program. Students should be provided with opportunities to participate in sequenced units and activities to ensure continuity of development of knowledge, practices and dispositions from year to year.

Relevance and authenticity

Programs, units and activities are relevant and authentic when their concepts, content and contexts link with students' cultural, social, geographic or economic circumstances and prior understandings to allow them to construct new understandings. Students' interests and understandings should be determined prior to beginning activities. Relevant and authentic units and activities should involve students in meaningful contexts and provide opportunities for students to negotiate curriculum. Technology programs, units and activities should encourage discussions on the range of individual and community values and beliefs about technology, the products of technology, and their implications.

Consideration of equity issues

Programs, units and activities are equitable when they facilitate student access and participation. They also include and value the experiences and backgrounds of all students. Equitable programs, units and activities promote knowledge, practices and dispositions regarding equity and provide a means of exploring and challenging equity issues in and through Technology.

Promotion of active learner involvement

Teachers should acknowledge and accommodate the prior experience and knowledge of students when planning. Students' constructions of meaning can be nurtured through providing ongoing opportunities for students to apply the knowledge, practices and dispositions that they bring to new learning. Activities that emphasise the processes of creating, participating, expressing, communicating and reflecting should build on and challenge students' existing understandings. Sharing of ideas and accepting challenges should be encouraged in a respectful and safe environment and should provide opportunities for students to challenge inequitable practices and the assumptions that underpin them.

Efficient and innovative use of resources

Programs, units and activities should make efficient, cost-effective and timely use of resources. It may be necessary to support demonstrations of learning outcomes with particular resources to cater for differences in learning needs. Students will be encouraged to select resources and use them in innovative ways as they work towards demonstrating learning outcomes.

Policies

School authorities and individual schools have policies, procedures and protocols that influence the learning and teaching process. These policies may relate to safety, equity, pedagogy or other curriculum requirements. Teachers are encouraged to become familiar with these policies prior to planning activities and assessment tasks. Programs, units and activities should be consistent with these policies.

Planning curriculum for demonstrations of learning outcomes

Planning curriculum with an outcomes approach involves planning for learning and assessment concurrently. It is recognised that teachers' planning processes and documentation will vary depending on their practices, students' needs, learning contexts, school policies and school authority requirements. However, it is accepted that when using an outcomes approach, teachers should plan for learning and assessment with the learning outcomes and students in mind.

Considerations for planning

When planning curriculum for the demonstration of learning outcomes from the Technology key learning area, consideration should be given to characteristics of learners and learning outcomes, as well as:

- key messages in the Technology syllabus
- learning and assessment
- educational settings
- resources
- safety.

Key messages in the Technology syllabus

Teachers should consider these five key messages from the Technology syllabus as they plan programs, units and activities:

- Technology involves envisioning and developing products to meet human needs and wants, capitalise on opportunities and extend human capabilities.
- 'Working technologically' reflects the ways in which products — that is artefacts, systems, services and environments — are designed and developed within societies.
- Values and beliefs influence, and are influenced by, technology and its impact on individuals, societies and environments.
- When planning programs, units and activities, teachers should focus on learning outcomes from the Technology Practice strand and at least one other strand.
- Design challenges are situations, problems or tasks that enable students to consider appropriateness, contexts and management as they design and develop products.

Learning and assessment

In an outcomes approach, students, teachers, parents/carers and other stakeholders should be clear about what students need to know, and be able to do with what they know, to demonstrate learning outcomes. Students should also be provided with multiple opportunities to demonstrate learning outcomes. This allows students to learn in different contexts, and teachers to gather evidence and assess student demonstrations of learning outcomes over time.

When planning for learning and assessment, with assessment also being a learning experience, teachers should consider how they can:

- provide opportunities for students to be involved in 'working technologically'
- acknowledge and cater for differences in students' interests, abilities and learning styles when planning design challenges
- plan programs, units and activities with learning outcomes in mind
- provide links to the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective
- promote knowledge, practices and dispositions related to equity and provide a means of exploring and challenging equity issues in and through Technology
- consider the reporting requirements of the student, school, school authority, parents/carers and community.

Educational settings

Students' experiences in Technology may be influenced by particular settings in different areas. Settings will be impacted on by location, teaching staff, school population and organisation, existing school events, and school authority policies and requirements.

Resources

Resources will differ from school to school and should not be seen as limiting the range of contexts in which students can engage with Technology. Different school settings will provide diverse and rich contexts in which students may learn, including contexts extending beyond the immediate school or classroom environments.

When planning for learning and assessment in Technology, teachers should consider:

- how physical and human resources may assist the development of innovative programs
- ways to use available equipment, facilities and resources to provide quality programs, units and activities in Technology
- additional equipment and physical resources required to enhance existing programs, units and activities
- human resource implications of implementing Technology programs, including professional development and the time for professional dialogue and reflection.

Activities that deal with topics of a sensitive nature, such as those that may include special cultural or social considerations, need to be managed thoughtfully and carefully. School authorities and schools may have policies to advise teachers on how to deal with such issues when they arise within the school setting.

Safety

Teachers should be proactive in providing a safe environment for learning and teaching when planning programs, units and activities for technology education. Guidelines for providing a safe learning and teaching environment may be given in school procedures, school authority guidelines, or government legislation and regulations.

Learning in the Technology key learning area may involve students in using tools and equipment. (For further information on this subject, please refer to Appendix 2: An introduction to the use of tools, equipment and associated items in Technology.)

Program planning

When planning, teachers should have a shared understanding of what learning outcomes their students will demonstrate. To develop shared understandings, teachers may choose to plan in collaboration with one another; such planning may, in turn, lead to consistency of judgments about learning outcomes and the different ways students may demonstrate them.

Collaborative planning may involve teachers in using the same learning outcomes to plan for:

- learning and/or assessment activities
- different activities in different contexts
- activities in different curriculum areas.

It should be stressed that collaborative planning does not limit the many ways in which learning outcomes may be demonstrated or preclude students from demonstrating other learning outcomes related to the activities and contexts in which they are working.

Collaborative planning promotes consistency by assisting in the development of:

- shared understandings about the intention of the core learning outcomes and how they might be demonstrated
- shared understandings about learning experiences and assessment opportunities related to the core learning outcomes
- comparability of teachers' judgments about students' demonstrations of the core learning outcomes
- connections between learnings within and across key learning areas
- access to a range of teachers with different expertise and perspectives.

School programs

The nature of school programs will vary depending on school organisational structures, individual contexts and school authority requirements. Purposes of school programs may also vary — for example, focusing on continuities of learning and assessment for students, or seeking to foster links between different key learning areas.

When teachers develop school programs, they are:

- evaluating existing curriculum programs in the school
- designing organisational structures for curriculum
- describing contexts for learning and teaching
- identifying some of the physical, financial and human resources that may be required.

When developing school programs, consideration may be given to how:

- programs relate to organisational structures such as middle schooling, multi-age classes or timetabling
- teachers may use programs to develop units or courses of study
- core content can be engaged with across developmental levels or year levels
- valued attributes of a lifelong learner, cross-curricular priorities and equity principles are linked to the school program
- specific experiences valued by the school community can be associated with particular contexts
- physical, human and financial resources can be provided to support the implementation of the program
- learning and assessment may link to school authority policy requirements or other external frameworks
- professional development can be provided to support the program.

Unit planning

In an outcomes approach, teachers should plan concurrently for learning, teaching and assessment with students and learning outcomes in mind. Documentation of planning is seen as a separate but complementary process that allows teachers to record the ways that they intend students to engage with learning in the Technology key learning area.

Considerations in planning units include:

- selecting learning outcomes with which students are expected to engage over a period of time
- identifying a series of activities that relate to a particular context
- describing what students are expected to know and do with what they know and the evidence teachers expect to gather about student learning
- identifying an expected timeframe in which students are expected to engage with the learning outcomes from the *Years 1 to 10 Technology Syllabus*.

When planning units, consideration may be given to planning for multiple outcomes. This may involve:

- planning for demonstrations of learning outcomes from more than one strand of the Technology key learning area
- planning for demonstrations of learning outcomes from the Technology key learning area in conjunction with learning outcomes from other key learning areas.

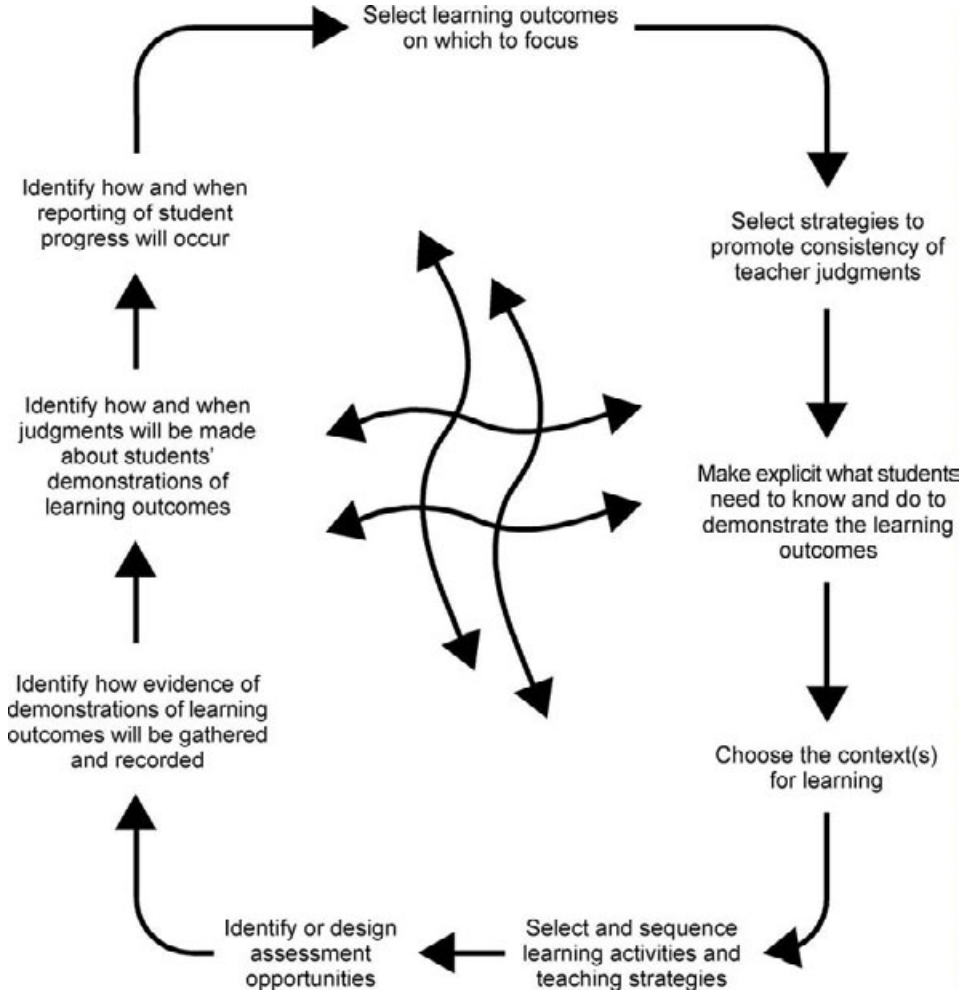
When planning for multiple outcomes in Technology, teachers may involve students in 'working technologically'. This involves students in meeting a design challenge by drawing on their knowledge of technology practice, information, materials and systems. As students do this, they consider appropriateness, contexts and management.

When planning for multiple outcomes from the Technology key learning area and additional key learning areas, teachers may prepare units that draw together learning outcomes by using contexts, integrated topics or common content.

Design challenges may be used by teachers as a focus for unit planning in Technology. These challenges provide real-life or lifelike contexts for learning in Technology because they require students to respond to situations with a Technology demand. Design challenges can be stated as a 'problem' for students to solve, a task for students to complete or a situation requiring the development of a product. Design challenges may be 'open' or 'closed' depending on their purpose. For example, a closed design challenge may be used to focus on particular knowledge or practices. An open design challenge may be used to allow students to apply knowledge to demonstrate learning outcomes. Students may use a Technology project folio to record the ways they meet design challenges. These folios may become a useful tool for assessment.

It is difficult to prescribe a single process for unit planning and documentation. Teachers often have individual approaches or processes to unit planning that suit different learning contexts, students' interests or systemic requirements. In an outcomes approach, unit planning should be done with students and learning outcomes in mind.

While recognising that there may be many approaches to planning and documentation, the following diagram and table seek to illustrate both the cyclic nature and some of the key decisions of planning using an outcomes approach.



Planning for learning, teaching, assessment and reporting

The following table provides a detailed outline of this approach to planning units of work. Although the table presents the process in a linear format, it is acknowledged that individual teachers will sequence planning according to their own priorities and preferences and may use processes not identified here.

Process	Considerations
Select learning outcomes on which to focus	Consider the prior learning, needs and interests of the students. Identify the learning outcome(s) to be the focus of learning and assessment. Identify related learning outcomes from the same strand, other strands or other key learning areas. Look at the outcomes at the levels before and after the selected outcomes to be cognisant of the developmental sequence.
Select strategies to promote consistency of teacher judgments	Consider consistency strategies that could be implemented during the unit of work, e.g. collaborative planning, common assessment tasks, statements of anticipated evidence or criteria sheets, samples of typical responses, moderation processes. Identify which strategies will be used to ensure consistency of teacher judgments.
Make explicit what students need to know and do to demonstrate the learning outcomes	Analyse the learning outcomes to make explicit what students need to know and do with what they know. This information can be used to inform planning of any activity or unit addressing that learning outcome. Use elements from the syllabus (including core content), these sourcebook guidelines (elaborations) and sourcebook modules to support understanding of the learning outcomes.
Choose the context(s) for learning	Consider the specific needs, interests and abilities of the students in the class for which the activities (or units) are planned (learning styles, special needs, target groups, previous experiences and prior learnings). Consider the available school and local resources.
Select and sequence learning activities and teaching strategies	Use the analyses of the learning outcomes to guide the selection of learning activities. Identify core content that is relevant to the core learning outcome(s) and that could provide contexts for activities that meet the needs, interests and abilities of the students. Develop learning activities or use the sourcebook modules from the relevant key learning areas and other resources to identify activities that provide learning opportunities through which students develop the knowledge, practices and dispositions required by the learning outcomes. Identify teaching strategies that meet the needs of the students. Sequence activities according to a preferred teaching approach (e.g. 5Es instructional model; interactive approach; orientating, enhancing, synthesising; inquiry approach).
Identify or design assessment opportunities	Identify learning activities that could provide opportunities for students to demonstrate what they know in terms of the learning outcome(s). Design specific assessment tasks if required. Make explicit the basis for judgments about students' demonstrations of learning outcomes.
Identify how evidence of demonstrations of learning outcomes will be gathered and recorded	Select the assessment techniques that will be used to gather evidence. Decide on the most appropriate way to record evidence so that it can be easily accessed when making judgments about students' demonstrations of learning outcomes.
Identify how and when judgments will be made about students' demonstrations of learning outcomes	Identify how and when the recorded evidence will be used to make judgments about students' demonstrations of outcomes.
Identify how and when reporting of student progress will occur	Identify how and when feedback will be provided to students about their learning and their progress in relation to the learning outcomes. Identify whether (and if so, how and when) other audiences will be provided with information about the learning that has occurred in the unit of work.

Activity planning

Activities are learning experiences that engage students in the teaching and learning process. The sequencing of activities may play an important role in providing opportunities for students to demonstrate learning outcomes and can assist students to develop the knowledge, practices and dispositions associated with the learning outcomes. Activities typically should be developed and implemented by taking into consideration the school programs, units, resources, safety, and school authority and individual school policies.

When teachers plan activities, they may be:

- linking student learning to learning outcomes and core content
- providing opportunities for students to demonstrate learning outcomes
- providing opportunities for students to demonstrate outcomes from within or across strands
- providing opportunities for students to demonstrate outcomes from Technology in conjunction with outcomes from other key learning areas.

When planning activities within units or from modules, it is necessary to consider the following:

- the capacity of the activity to develop students' knowledge, practices and dispositions associated with the learning outcome(s)
- whether the activity allows all students to participate, or how the activity may be modified to allow all students to participate
- the sequence of activities and the role this has in supporting students' learning
- how activities may link to the cross-curricular priorities of literacy, numeracy, lifeskills or a futures perspective
- the availability and management of resources and space
- staff expertise, interest and experience
- time for student reflection
- safety.

When planning activities, teachers need to consider how to cater for students with disabilities or impairments, students with learning difficulties and students with significant behavioural and adjustment difficulties. To facilitate learning for these students, activities may need to be modified or additional assistance may need to be provided. Teachers should consider the safety implications of particular activities when working with particular students or groups of students.

Ways in which Technology activities may be adapted to be inclusive of all students include:

- assistance or support being provided to students when using tools and equipment
- materials being altered or modified to make them more manageable
- more time being allocated
- alternative ways of presenting design challenges
- developing a variety of design challenges across a range of contexts.

Teachers are encouraged to contact local specialist support groups and advisory services for further ideas on adapting activities for students with disabilities.

Appendix 1 includes further information on students with disabilities.

Planning assessment for demonstrations of learning outcomes

The syllabus outlines the principles that underpin effective assessment practices.

There is an integral relationship between the experiences that promote learning and the assessment techniques that facilitate students' demonstrations of learning outcomes. The essential features of effective planning for assessment and reporting include:

- selecting the focus learning outcomes for assessment and reporting
- selecting strategies to develop the consistency of teacher judgments about students' demonstrations of learning outcomes
- making explicit what students are expected to know and do with what they know to demonstrate the learning outcomes
- identifying how and when reporting to students and parents/carers about student progress in relation to learning outcomes will occur
- identifying or designing opportunities for students to demonstrate the learning outcomes (i.e. assessment opportunities)
- identifying how evidence about students' demonstrations of outcomes will be gathered and recorded
- identifying how and when judgments will be made about students' demonstrations of learning outcomes.

These features are an essential part of long-term planning (for example, planning yearly or semester programs) and short-term planning (for example, planning units of work).

The learning experiences provided for students also provide opportunities for teachers to gather evidence about students' demonstrations of outcomes. These experiences will determine the specific sources of evidence and assessment techniques used. The expectations of assessment processes are made explicit when the basis for judgments about students' demonstrations of learning outcomes and characteristics of typical demonstrations are identified by the development of sets of anticipated evidence or criteria. Assessment opportunities may provide evidence about more than one learning outcome.

Identifying or designing assessment opportunities

Learning activities that have been planned to provide opportunities for students to develop the necessary knowledge, practices and dispositions to demonstrate the learning outcomes may also provide contexts for assessment. Teachers can plan to utilise learning activities as assessment opportunities by considering:

- why they have included the learning activities in their program (that is, which learning outcomes relate to the activities)
- which knowledge, practices and dispositions the students might demonstrate in the activities (that is, what students might show they know and can do in the learning activity).

Developing a checklist of 'what to look for' in a particular learning context may assist teachers to systematically collect and record evidence from assessment opportunities that arise during the learning and teaching process. The elaborations for each Technology strand could provide information to assist teachers in identifying what to look for.

Gathering and recording evidence

Evidence about students' demonstrations of learning outcomes should be obtained from a variety of sources and should be gathered and recorded over time using a variety of assessment techniques and recording instruments. This will ensure that teachers have available a broad range of evidence when

making overall judgments about students' demonstrations of learning outcomes.

Technology project folios

Technology project folios are maintained by students and may be used to inform assessment in Technology. These folios help students to record and track their progress as they meet design challenges. They provide teachers with evidence they can use to make judgments about the demonstrations of learning outcomes.

Technology project folios may include:

- student reflections in the form of journal entries, notes or multimedia presentations
- sketches, drawings, designs or models
- production plans
- prototypes or products
- reports
- other material that students use as they meet design challenges or learn in Technology.

Technology project folios can be useful for reporting to different groups including students, parents/carers and teachers.

Evidence should be relevant to the learning outcomes that are being assessed and should be gathered and recorded in a focused and systematic way. The following techniques provide types of information that can be useful in different situations.

Observation involves teachers observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students' demonstrations of learning outcomes. Teacher observations can also be structured to gather particular kinds of information in relation to learning outcomes.

Consultation involves teachers discussing student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students' demonstrations of learning outcomes. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment.

Focused analysis involves teachers in examining in detail students' responses to tasks or activities (e.g. roleplays, group discussions, tests, debates or research projects, dramatic presentations, video presentations, responses to stimulus). This technique provides detailed evidence about students' demonstrations of learning outcomes.

Self- and peer-assessment involve students in using the above techniques to assess their own work and the work of their peers. Self- and peer-assessment allow teachers to take account of students' perceptions when gathering evidence.

Making judgments

Judgments of student demonstrations of learning outcomes are made without reference to the performance of other students and should be based on a range of evidence. This evidence should be judged using specific criteria drawn from the learning outcomes that should be made known to students so that the basis for the judgment is clear.

Some students may be able to demonstrate a learning outcome the first time they are provided with an opportunity to do so. If they are then provided with additional opportunities in a range of contexts and again demonstrate the

learning outcome, they could be deemed to have demonstrated the learning outcome consistently. Other students may require many more opportunities to demonstrate the learning outcome before the same decision could be made about them. A judgment can be made when a pattern of demonstration of the outcome has been established.

Teachers, therefore, make judgments about students' demonstrations of learning outcomes when they are satisfied that they have sufficient evidence of such demonstrations. To make these judgments, teachers:

- analyse what it is that students are expected to know and be able to do with what they know
- consider the learning outcomes at the level before and the level after the focus core learning outcome(s)
- use a range of evidence
- make a judgment about which core learning outcome(s) the student has demonstrated.

Teachers can record evidence of students' demonstrations of learning outcomes using instruments that are manageable and easily incorporated into classroom activities. These include:

- annotated work samples
- anticipated evidence statements or criteria sheets
- audio recordings and/or visual recordings
- checklists
- diaries and journals
- observation notes and anecdotal records
- student folios
- test results over time.

Consistency of teacher judgments relies on teachers having shared understandings about the learning outcomes. Teachers should participate in opportunities to develop shared understandings about:

- what students need to know and do with what they know to demonstrate learning outcomes
- what students' demonstrations of learning outcomes might look like in different contexts
- what constitutes sufficient evidence for a teacher to be confident that a student has demonstrated a learning outcome
- what are appropriate assessment opportunities for students to demonstrate learning outcomes
- what anticipated evidence (assessment task criteria, assessment expectations) will be used (or has been used) as the basis for judgments about students' demonstrations of learning outcomes
- how evidence of students' demonstrations of learning outcomes has been gathered and recorded.

Materials and processes to support the consistency of teacher judgments within and among schools can be developed through:

- shared understandings about typical demonstrations
- samples of typical responses or student demonstrations
- statements of anticipated evidence or criteria sheets
- collaborative planning
- common assessment tasks
- moderation processes (formal and informal)
- student profiles.

Shared understandings about typical demonstrations

Where possible, teachers are encouraged to collaborate with others to develop a shared understanding of tasks and consistency in making judgments about demonstrations of learning outcomes. This can be either a formal or informal process in which teachers discuss and compare their evidence and decisions in relation to students' demonstrations of outcomes. Comparison of evidence and justification of teachers' judgments are central to accountability.

Samples of typical responses of student demonstrations

Descriptions of typical responses (such as student work samples) provide concrete references for teachers to use when determining whether an outcome has been demonstrated. They are not standards in themselves, but are indicative of them.

Statements of anticipated evidence or criteria sheets

The anticipated evidence that will be used to judge students' responses to assessment tasks should be clearly drawn from the learning outcomes. The anticipated evidence should be described in language that is easily accessible to students and parents/carers. Where an assessment opportunity is multilevelled, statements of anticipated evidence should be identified to distinguish between levels.

Statements of anticipated evidence could also be referred to as:

- assessment task criteria
- assessment expectations.

Collaborative planning

To promote the consistency of teacher judgments, it is desirable that teachers collaboratively identify what students need to know and do to demonstrate learning outcomes and discuss what the demonstration of learning outcomes might look like in different contexts. Collaboratively analysing learning outcomes develops shared understandings about the:

- meaning and intent of the learning outcomes
- basis for judgments about students' demonstrations of learning outcomes.

Common assessment tasks

A common assessment task can be collaboratively planned and/or moderated, and is useful in promoting consistency because:

- all students are provided with the same opportunity to demonstrate the core learning outcome in a particular context
- all teachers and students have a shared understanding of the requirements of the assessment task and the criteria to be used in judging students' responses
- teachers can easily compare the judgments they make about students' responses to the same task.

Moderation processes (formal and informal)

Formal moderation processes occur when schools or school authorities require teachers from within or across schools to compare student work and to discuss the consistency of judgments about demonstrations of learning outcomes. Informal moderation occurs any time that teachers share their understandings of judgments of student demonstrations of learning outcomes.

Student profiles

Student demonstrations of learning outcomes should be tracked in written or electronic form that has been developed at teacher, school and/or system level. Student profiles may provide a framework for monitoring student progress

against described learning outcome sequences. The maintenance of student folios is strongly recommended so that examples of the most recent evidence may be used to facilitate judgments about the demonstration of learning outcomes. These judgments will be influenced by the purpose for which the profile is intended. Information recorded on the profile may be used, for example, to plan future learning experiences, to place students on a learning continuum, to report to parents/carers or to understand trends.

Reporting

Results of assessment need to be clearly communicated to students, parents/carers, other teachers and paraprofessionals who support students' learning progress. Teachers may opt to report in different ways for different key learning areas.

In an outcomes approach, reporting occurs in terms of learning outcomes. A range of approaches for reporting is possible. While the final decision rests with school authorities or individual schools, teachers could report to parents/carers about students' demonstrations of all or some of the learning outcomes by referring, for example, to:

- core learning outcomes and core content in each strand
- strand level statements
- key learning area outcomes
- cross-curricular priorities.