



Facilitator's guide

QCAR PROFESSIONAL DEVELOPMENT WORKSHOP

WORKSHOP 8

The Assessment Bank: supporting school-based assessment

Purpose

- To provide information about the Assessment Bank
- To show how the Assessment Bank can be used to support planning, teaching, assessing and reporting

Focus

This workshop introduces the Assessment Bank, one of the QCAR Framework components, and demonstrates how teachers can use it to support teaching and learning in their school.

Participants will gain an understanding of the features of the Assessment Bank website and the range of assessments and resources it contains.

Group size / configuration

There is no recommended group size for this workshop; it can be adapted for smaller or larger groups. However, the activities are best suited to small teams.

Tables of five to six people will work best for the activities and group discussions.

Potential audience

All interested educators.

Time required

Allow 90 minutes to undertake all of the suggested activities and provide participants with sufficient discussion time.

Participant prior knowledge

Participants need to have some knowledge of the QCAR Framework in order to participate effectively in this workshop. We recommend that they have participated in Workshop 1: Introducing the QCAR Framework.

Equipment and resources

- Data projector and laptop for PowerPoint presentation
- Whiteboard/flip-chart and marker pens
- Workshop 8 PowerPoint presentation and slide notes
- Handouts 1 and 2 — examples of assessments and resources from the Assessment Bank
- Note-taking materials (participants provide their own)



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Background

This workshop is one in a series of workshops designed to introduce educators to the QCAR Framework. This workshop focuses on the Assessment Bank and how it can be used to support school-based assessment.

KEY














Show slides





Use handouts

Workshop outline

<p>Workshop preparation</p>	<p>Preview and read resources</p> <ul style="list-style-type: none"> • Read all the notes, handouts and resources included for this workshop. • Preview the PowerPoint presentation and slide notes. • Preview the activities and consider how they will be used with the specific workshop group. The activities require time for consideration, discussion and feedback. <p>Prepare materials, equipment and venue</p> <ul style="list-style-type: none"> • Photocopy handouts for participants. • Load slide presentation so it is ready to use. • Organise materials needed for the activity (e.g. whiteboard or A3/butcher's paper for group responses, marker pens). • Check audiovisual equipment (e.g. data projector). • Check seating and housekeeping arrangements (e.g. break time, location of toilets).
<p>On arrival</p>	 Slide 1. Display slide as participants arrive.
<p>Welcome</p>	 Slide 2. Welcome participants to the workshop.
<p>Activity 1: Introductory activity (10 minutes)</p>	 Slide 3 In small groups, participants discuss their expectations of the Assessment Bank. <ul style="list-style-type: none"> • Display slide and read the question. • Ask groups to share their responses — these may be written on a whiteboard or on butcher's paper. • The responses will be discussed again at the end of the workshop.

Workshop aims (5 minutes)	 Slide 4. Introduce the purpose of the workshop as outlined in the slide notes.
The QCAR Framework and the Assessment Bank component (5 minutes)	 Slides 5–7. Display slides and refer to the slide notes.
How are assessments presented? (20 minutes)	 Slides 8–14  Handout 1: Example of an assessment <p>Included with this presentation are two examples of assessments:</p> <ul style="list-style-type: none"> • <i>Stackable chairs</i> — Year 9 Mathematics • <i>Ten Mile Creek</i> — Year 5 English and SOSE. <p>Participants could examine one or both of these assessments or facilitators may wish to download other examples of assessments from the Assessment Bank website.</p> <ul style="list-style-type: none"> • Display slides and refer to the slide notes. • Ask participants to browse through each document of the assessment as it is discussed. • Allow a further five minutes for questions from the group.
What are resources? (5 minutes)	 Slide 15  Handout 2: Example of a resource <p>Included with this presentation are two examples of resources — <i>About feedback</i> and <i>Story skyscraper</i>. Participants could examine one or both of these resources or facilitators may wish to download other examples from the Assessment Bank website.</p> <ul style="list-style-type: none"> • Display slide and refer to the slide notes. • Ask participants to browse through the example of a resource as it is discussed. • Allow a further five minutes for questions from the group.
Using the Assessment Bank (10 minutes)	 Slides 16–17. Display slides and refer to the slide notes.
Activity 2: How can the Assessment Bank	 Slide 18

<p>support teaching, learning and assessment in my classroom/school? (15 minutes)</p>	<ul style="list-style-type: none"> • Arrange participants into small groups to promote effective discussion. • Ask participants to consider and discuss how they might use the Assessment Bank to support teaching, learning and assessment in their classroom/school. • Ask each group to record ideas on a chart and to share these ideas with the whole group at the end of the session. • Facilitators can use the following as discussion starters if needed: <ul style="list-style-type: none"> – augment a unit of work – plan a unit by backward mapping from the assessment – audit the alignment of curriculum and assessment – download, use and adapt the assessments to best meet local needs – incorporate assessments and resources into own practice – support judgments – moderate student work – encourage shared dialogue.
<p>Accessing the Assessment Bank (10 minutes)</p>	 Slides 19–24. Display slides and refer to the slide notes.
<p>Workshop close (5 minutes)</p>	 Slide 25 <ul style="list-style-type: none"> • Provide information to participants about how to access the QSA website. • It may also be beneficial, depending on the group, to review the other components of the QCAR Framework and repeat some of the key points about the role of the <i>Essential Learnings</i> and <i>Standards</i> in the Framework. • Conclude the workshop by referring to the ideas that participants expressed about the Assessment Bank at the beginning of the workshop.