

Implementing the Guideline for individual learning

Part 3: Assessing student learning

Implementing the workshop

This workshop was developed by the Queensland Curriculum and Assessment Authority (QCAA) and delivered face-to-face in Term 4 2015.

The workshop is designed for presentation in either of two formats:

- a series of three workshops, each approximately one-hour in length
- one half-day workshop that includes delivery of all three parts.

The workshop presenter decides how best to lead the workshop and its activities.

A package of resources has been developed to support delivery of the workshop in schools and is available at www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/teaching-learning.

Resources include:

- slide presentation and speaker notes — supports delivery as a series of three one-hour workshops (Parts 1, 2 and 3)
- *Participant booklet* — includes all workshop activities and is intended to be used electronically on a laptop.
- responses to specific activities.

Text that appears on the slides and is repeated in the notes is set italic, so you don't find yourself reading out the slides without realising.

Slide 1 — Implementing the GIL Part 3 [title slide]

Part 3 of the workshop series focuses on the assessing student learning and is designed to be delivered in a one-hour session.

Slide 2 — Workshop goals

The learning goals for Part 3 of the workshop series are:

- *know and understand how to use students' QCIA curriculum plans to plan for assessment*
- *examine a range of assessment techniques*
- *examine ways of gathering and recording evidence of student learning.*

Slide 3 — Elements of effective planning

Planning for teaching, learning and assessment is guided by five independent elements of professional practice. These five elements can be used in any sequence but all should be considered:

- identify curriculum
- develop assessment

- sequence teaching and learning
- make judgments
- use feedback.

Part 1 of this workshop series focused on identifying curriculum by selecting the curriculum organisers, learning focuses and learning goals from the [Guideline for individual learning](#) (GIL).

Part 2 focused on sequencing teaching and learning that supports student learning towards the selected learning goals in their QCIA curriculum plan.

Part 3 focuses on developing assessment.

Slide 4 — What is assessment?

Assessment is an integral part of teaching and learning. *It is the purposeful collection of evidence about students' achievements.*

Assessment is used for a variety of purposes, but its most important use is in supporting student learning.

Assessment is planned at the same time as the teaching and learning program and provides evidence of the student's progress towards the learning goals selected from the GIL.

A planned approach to assessment development and implementation will:

- guide and support targeted teaching and learning
- ensure students have opportunities to demonstrate their learning in all relevant aspects of selected curriculum organisers
- include opportunities for students to become familiar with the assessment techniques
- provide regular feedback to students about how they can improve their learning
- clarify future teaching and learning needs
- ensure you have sufficient evidence of, and progress towards, the learning goals outlined in the student's curriculum plan to develop [Statements of Achievement](#).

Slide 5 — What does assessment involve?

Assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught and how learning is assessed.

When planning for assessment, you need to design a set of assessment tasks that will enable students to demonstrate the knowledge, understanding and skills they have developed to achieve their learning goals at a particular point in time.

The evidence gathered from assessment tasks is used to inform future teaching and learning needs and substantiate [Statements of Achievement](#) reported on the QCIA. When designing assessment, you must ensure that sufficient and suitable evidence will be collected to enable you to make fair judgments about student learning.

The assessment program you plan should include:

- a range and balance of assessment categories, techniques and conditions appropriate for the individual student, the school context and the selected curriculum organisers, learning focuses and learning goals
- opportunities for students to become familiar with the assessment techniques and for you to monitor student achievement and provide feedback to students.

Slide 6 — Gathering evidence

Throughout Years 11 and 12 you will collect evidence of progress towards selected learning goals for all students eligible for the QCIA. This evidence is used to substantiate the final certificate information in the student's exiting year.

There are two types of evidence that can be collected: direct and indirect.

- *Direct evidence consists of student responses and products that provide tangible, visible and self-explanatory evidence of what the student knows and can do.*
- Indirect evidence consists of teacher annotations in support of judgments about student responses and products which are less clear and convincing about what the student knows and can do.

Take a moment to explore the examples of direct and indirect evidence are provided.

Slides 7–10 — Assessment techniques

The assessment program you plan should specify the evidence of learning to be collected and when it will be collected. This collection of student responses to assessment techniques is collated in a folio of evidence.

The folio of evidence includes student responses that demonstrate achievement in a range and balance of assessment techniques designed to assess the learning goals documented in the student's QCIA curriculum plan.

The following four slides provide information and examples about assessment techniques and tasks/formats for developing a range and balance within an assessment program. The techniques and tasks/formats used should consider the needs and learning goals of the individual student. For more information on the assessment techniques, refer to the Appendix in the *Participant booklet*.

Slide 11 — Examples of evidence

The selected assessment techniques provide teachers with opportunities to collect evidence of student learning. This evidence supports judgments about the student's learning goals for each Statement of Achievement that will be recorded on their QCIA.

Here are some examples of the types of evidence that could be gathered from each assessment technique.

Spend some time brainstorming more specific examples of the types of evidence you could collect from these assessment techniques and the tools that you might use.

Slide 12 — Activity 7: Planning for assessment

Turn to Activity 7 in the *Participant booklet*.

See the Appendix in the *Participant booklet* for information on assessment techniques.

- Plan an assessment that would be appropriate for the unit of work you developed in Activity 6.
- Consider the evidence of the student's progress towards their learning goals that you will be able to collect through this assessment.

Slide 13 — QCIA curriculum plan folio

The QCIA curriculum plan folio is a tool that schools can choose to use to gather and record evidence of student learning. *The folio is a digital collection of student work over time that documents progress towards learning goals.*

Teachers can use the QCIA curriculum plan folio to:

- *collate evidence of learning aligned to the student's QCIA curriculum plan*
- *inform future teaching and learning*
- *engage in school-based moderation and district verification conversations*
- *to help in developing Statements of Achievement for certification.*

Slide 14 — [Example QCIA curriculum plan folio in powerpoint]

The QCIA curriculum plan folio is designed to be stored on a school's server. It is important to identify a central location to store the folios that is accessible by all relevant staff. A blank copy of the folio can be copied and saved for each student. The student's name is inserted on the front cover. A photo of the student and/or the school logo may be inserted if desired.

Slide 15 — [Example QCIA curriculum organiser title slide]

The QCIA curriculum plan folio provides a space for you to gather and record evidence of student learning under each curriculum organiser outlined in the GIL. Refer back to each student's QCIA curriculum plan and delete all sections related to curriculum organisers that have not been selected.

Slide 16 — [Example QCIA evidence-gathering slide]

Using the student's QCIA curriculum plan, record each learning focus and associated learning goal under the relevant curriculum organiser. If a student has multiple learning focuses and/or learning goals for a curriculum organiser, copy the 'Evidence' and 'Statements of Achievement' slides for the curriculum organiser as many times as required.

Teachers collect evidence of the student's progress towards their learning goals throughout teaching and learning experiences in Years 11 and 12. You will need to establish timelines for saving evidence into the folio. Teachers select the best evidence to be uploaded to the folio. Evidence can be saved directly into the table provided, or a hyperlink inserted to another location.

Note: If the QCIA curriculum plan folio is to be presented at district verification, hyperlinks to a location on the school network will not work, and all evidence will need to be copied onto the portable drive or laptop that will be used at the meeting.

Slide 17 — [Example QCIA Statement of Achievement slide]

Using the evidence saved in the QCIA curriculum plan folio, teachers can develop Statements of Achievement for each curriculum organiser. Statements of Achievement aim to create a complete picture of the student's demonstrated knowledge and skills according to their individualised learning program.

There is a standardised format for writing Statements of Achievement. Refer to the resources provided in the [QCIA Handbook](#) when developing Statements of Achievement (pp.12–16). A maximum of six Statements of Achievement per curriculum organiser can be included on the student's certificate, and each statement must be supported by evidence.

Slide 18 — Elements of effective planning

So far in this session we have looked at developing assessment. The final two elements of planning for teaching, learning and assessment are making judgments and using feedback.

When developing Statements of Achievement for the student's QCIA, judgments are made about evidence of progress towards learning goals selected from the GIL.

Students receive ongoing feedback throughout teaching and learning experiences. Teachers use feedback from students to inform their planning for teaching and learning experiences. Students and their parents/carers receive formal feedback at the time of reporting in the form of Statements of Achievement and Statements of Participation on the QCIA.

Slide 19 — Workshop goals review

The learning goals for Part 3 of the workshop series were:

- *know and understand how to use students' QCIA curriculum plans to plan for assessment*
- *examine a range of assessment techniques*
- *examine ways of gathering and recording evidence of student learning.*

Slide 20 — Activity: KWL

Take a few minutes to reflect on what you have learnt throughout the workshop series by completing the KWL in Activity 1 in the *Participant booklet*.

Slide 21 — Contact details

If you have any questions about the content of this workshop, or about the GIL, these are the best contacts:

- *Information on the amendments to the GIL — seniorcurriculum@qcaa.qld.edu.au*
- *QCIA eligibility, curriculum plans, moderation or certification — qcia@qcaa.qld.edu.au.*