Using formative assessment in English – Primary

Transcript

(GENTLE MUSIC PLAYS)

In 2019 the Victorian Curriculum and Assessment Authority partnered with the Assessment Research Centre at the University of Melbourne to provide professional learning for teachers to strengthen their understanding and use formative assessment rubrics.

Why use formative assessment rubrics?

In the curriculum there's actually quite a big step between some of the...each of the levels. And then also within levels some of the terminology is quite difficult to understand at times.

So, therefore, the rubric actually allows teachers to delve in and understand what those content descriptions really mean and then break it down further into the little parts that they need to teach within that content description to stretch students and grow them across levels. So, the rubric actually really deconstructs what needs to happen and, therefore, helps them really target and move forward in what they want to achieve.

What were some considerations when writing or using the rubrics?

I needed to just have one focus that the children knew what we were looking at. And that's been a bit of our journey today is we started so big looking at phonics and word knowledge from Foundation to Year 3 and narrowing that right back where we've ended up today for our rubric work looking at Level 2.

And we've used our feedback today in particular to revisit our task and our rubric. And we're currently refining our rubric to make sure it's clear, simple and easy to use for other teachers.

Yeah. We've combined a couple that didn't need to be separated because it was really talking about the same thing. So that made sense for me. Got the feedback, too, and looked at what we'd done as well.

And administering the task helped us work those things out as well.

How does formative assessment impact student learning?

It's important to create a rubric that can be used by students and by teachers and understood.

I think students have the potential to understand complex language if it's taught throughout the school. So, if you introduce the language from Foundation, and then that carries through as a whole-school approach and common language within the school, I think students are capable of understanding and responding to what the language is asking of them.

What is the standard for Level 1?

What is the standard for Level 2?

And really, you know, being able to hone in on that I think it made it valuable to then...you know, pass it on to the teachers back at school.

And provides a clear "where to next" for the students. What they can do, for assessment and reporting and "where to next" as far as teaching.