Using formative assessment in Mathematics – 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 terms of what we've been doing here with the formative assessments it's allowing us to be a lot more specific in terms of what we're looking for. And we can pinpoint I feel a lot more accurately where students are at. And that's the ultimate aim of what we're doing.

And I think the approach of being able to really deconstruct each element that we're looking for and then formulating an assessment task around that is really going to be valuable for us to use in the classroom.

What were some considerations when writing or using the rubrics?

It's been a case of evaluating, formulating a solution and then reassessing and then going back and starting again and tinkering with it until we've got it just right.

Draw on some of the other resources online from the Department and the VCAA and your curriculum companion or numeracy portal, that kind of thing, to help you fill in some of those gaps when you're picking apart the achievement standards and content descriptors.

How does formative assessment impact student learning?

As teachers you want to try and get as much done as you can at once. But then when you look at the rubric that we created today it can be so purposeful with our students because they'll actually be able to benefit from using it if you use it as a conferencing tool it would be really beneficial.