Using formative assessment rubrics in Dance

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?**

We need to be able to get a grip on the curriculum and how it's set up and then be able to address that through our tasks in class.

And interpret it, and it's been interesting, each person's interpretation.

Yeah, slightly different.

And bringing that all into the table and finding that happy medium in the rubric, so that's been good.

So I need to rethink the way I'm assessing them and the way I'm approaching activities to make sure that it's about the learning along the way, not just the end product.

Perception around what Dance is, especially in primary schools - also you might find it in secondary - that there's an element of what Dance is, and it looks like this and this is what we should be expected to do, but it's actually not. When you come into the classroom, there's a lot of things that students need to be able to understand, show and analyse, and in order to get to that point, you're helping them, through formative assessment, to acknowledge, "OK, I did that, now moving onto the next bit."

**What were some considerations when writing or using the rubrics?**

We have a thing called a checkpoint, which is just checking in with a student and providing them written feedback on how they're progressing and I'm thinking, "Why can't this now be supported with some formative rubrics?" And then I'll be able to give them not just, you know, anecdotal but actually evidential feedback as well.

**How does formative assessment impact student learning?**

Once I've marked the rubric, those kids will get the rubrics back and of course the conversation would be had as to, "OK, this is where you're at. "How do you think you can move forward?"

We sometimes work at that really high end of creating work which is normally associated with a progression from "I just know some stuff" to "I can create and become an expert and do this". We sort of work right across constantly, so I think something like this would hopefully give them the skills, and go, "Well, I'm going to work on this because and I'm going to include this because." That's, I think, what I'd like to get out of it.