Using formative assessment rubrics in History

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?**

Being able to articulate tasks in this granular way is incredibly effective, and questioning the use of the word 'explain' rather than ‘analyse’ or thinking, "Do I want the students to list or categorise?" and knowing the difference in the learning continuum, it's been incredibly helpful.

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

We've identified little sort of mini steps in the rubric, which are really important for the students to be able to move through the stages of identifying change and continuity. So, for example, from identifying change to describing the change then to explaining reasons why. So all of the mini steps that you move kind of across, these need to be really clear on the rubric for students to understand those things.

Planning on implementing the activity and the rubric in around week two and then there's options later when we look at different aspects of families, whether it being leisure, school, where there'll be further discussion about how those things have changed so then we can apply the same rubric to those tasks as well.

So we've been having these huge discussions about what goes further along the continuum and then changing it around and changing the words in it, because I think we've all agreed it's really important and has to be very precise and clear to not only teachers but also to students who may read it.

Something that's really important for EAL kids is the terminology. And that's kind of part of what we're sequencing too. And yeah, that formative assessment rubric would be great to use for EAL. So having those kids in mind when you're writing it is important so that it makes sense.

We've been really driven by the curriculum documents and I think that's been really helpful because I think the experience has been good to talk about examples and thinking about, you know, the students that you have in your class. But ultimately, we're working towards the achievement standards. And I think it's been good to have, you know, that language at the forefront.

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

We'll be showing them the rubric and showing them that it's OK to have this part shaded. This is what you're striving to achieve now, these next parts. We're really involved in student choice. So, having them to have a word, or student voice, have a word in what they're doing, so they need to know where they're travelling to, so we show them that.