**Health and Physical Education and   
Personal and Social Capability, including   
Respectful Relationships –   
Assessment principles**

**Slide 1**

Hello. My name is Fiona Matthews.

I'm a Victorian Curriculum and Assessment Authority specialist teacher in Health Education and Personal & Social Capability, incorporating Respectful Relationships.

Today, we will be looking at assessment and what research says is quality assessment.

In this module, we will be referring to a number of resources that can be accessed from the links on the screen. In order to access the hyperlinks, you will need to download the PDF below.

**Slide 2 – Quality assessment**

This presentation is based on the work done by Geoff Masters, the author of the paper ‘Reforming Educational Assessment: Imperatives, Principles And Challenges’, published by the Australian Council for Educational Research. The full document can be downloaded for free at the link shown on the slide.

[Link: <https://research.acer.edu.au/aer/12/>]

**Slide 3 – Purpose**

These principles are based on Masters' preposition that the fundamental purpose of assessment is to establish where learners are at the time of assessment.

**Slide 4 – Quality assessment**

But why quality assessment? Schools are increasingly being required to utilise quality assessment in the development of their curriculum. This demand is being steered by a number of key drivers that have identified that there is an increased need for good data to inform educational decision-making and that in the past there have been inconsistencies between reporting practices and what is known to be good teaching and learning.

It is also seen to be important that we develop assessment tools for more of the skills and attributes that are relevant to the 21st century, and increasing technology means there is the possibility to transfer assessment processes and information.

**Slide 5 – Need for better educational outcomes Australia-wide**

Successful learning is more likely when learners are given learning opportunities tailored to their current levels of achievement and learning needs. Because of this, schools need good information about students in order to plan appropriate interventions and strategies at the appropriate level.

Assessment is therefore not about judging students but understanding where they are on the learning continuum so as to better identify the next step in each child's education.

**Slide 6 – Understanding learning**

Every child is capable of learning, as long as each individual is provided with appropriate learning opportunities and is motivated to learn.

Learning is sequential. In order to help a child grow in their learning, assessment needs to be able to firstly identify where each child is on the curriculum continuum, and furthermore, show the progress they are making in their learning at any given point in time.

It is also becoming more apparent that there is a greater need to assess conceptual understanding and the ability to apply this learning to real-world situations. This, for example, is highly apparent in the Personal and Social Capability. These are less about demonstrating knowledge and more about being able to demonstrate skills in real-life situations, such as emotional literacy, resilience and problem-solving.

**Slide 7 – Learning Assessment System**

The first of Masters' principles is that the assessments should be guided by and address an empirically based understanding of the relevant curriculum area.

**Slide 8 – Empirically based curriculum**

The Victorian Curriculum scope and sequence documents are these empirically based statements of curriculum. This slide provides links to the Personal & Social Capability curriculum and Health & Physical Education curriculum documents on the VCAA Victorian Curriculum website.

[Link: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/health-and-physical-education/help-me-plan/Pages/Scope-and-sequence.aspx>]

[Link: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/personal-and-social-capability/help-me-plan/Pages/Scope-and-sequence.aspx>]

**Slide 9 – The structure of the Curriculum**

The Victorian Curriculum outline requires an increasing proficiency and/or expertise as a learner moves up the levels.

In this case, a Foundation Level student must be able to identify personal strengths, whereas in Year 1 and 2, they must be able to describe their own strengths and achievements and those of others and state how they can contribute to a personal identity.

There is an increasing level of proficiency and expertise demonstrated from Foundation through to Level 2 in the area of personal strengths. This type of increasing proficiency and expertise is demonstrated throughout the levels of the Victorian Curriculum.

**Slide 10 – Learning Assessment System**

Principle 2 states that assessment methods should be selected for their ability to provide useful information about where students are in their learning within the curriculum area.

**Slide 11 – Are the assessment items selected …**

When choosing assessment tools and methods to evaluate where students are on the learning continuum, you could ask the questions, "Is the tool valid?" “Does it accurately assess what it's saying it does?” "Is it reliable?" “Are the outcomes of assessment consistent when used more than once? For example, would two different teachers get the same assessment result if assessing the same piece of work?” "Is it objective?" “Is there a correct answer, or is the answer vague and open-ended?” "Is it inclusive?" “Does it take into account cultural, social and literacy considerations, for example?” Simply changing the names of characters in a role play or case study to be more culturally diverse is NOT being culturally inclusive. "Is it feasible? Can it be done in the required time? Have you enough resources to undertake it? Does it take too much effort for too little outcome?” We can all devise brilliant, reliable, valid, objective and inclusive assessment tasks, but the time, energy, effort and resources required make them prohibitive.

It might be a useful tool or activity with learning areas or teams of teachers developing assessment tools to reproduce the assessment activity tool shown in the slide to evaluate the methods being proposed.

**Slide 12 – Learning Assessment System**

Principle 3 states that responses to or performances on assessment tasks should be recorded using one or more task rubrics. Task rubrics consist of two or more ordered levels or responses to a task, and may be presented to a single rubric for a task, but more than one may be necessary for large or complex tasks, each assessing different aspects of a student's performance.

**Slide 13**

Rubrics can and do use an unlimited type or configuration of marking scales, and there are advantages and disadvantages for each.

You might like to pause this presentation at this time and select one or more of the marking scales that appear on the slide and think about what might be the advantage or disadvantage of using each one.

To do this, you could rate your level of competence in creating a rubric and then use the rubric marking scale to rate yourself. Does your self-assessed rating alter depending on which scale you use? Do you ever rate yourself in the very lowest category, or, conversely, the very highest category, and why?

**Slide 14 – VCAA assessment strategies**

The VCAA has produced assessment strategies with associated rubrics and published these on their website.

[Link: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/respectful-relationships/help-me-assess/Pages/default.aspx>]

**Slide 15 – VCAA learning continuum**

The scale these rubrics use is based on the achievement standards at each level. The assessment tasks these rubrics are written for have been designed to allow students performing above and below the expected level to demonstrate their understanding and skills.

On marking the assessment piece, the teacher can assess the work produced and place the child on the continuum.

The rubric in this example is written for a learning task that is aimed at students performing at Level 8; however, the rubric provides examples of what a student can demonstrate below and above the standard.

**Slide 16 – Learning Assessment System**

Principle 4 states available assessment evidence should be used to draw a conclusion about where learners are in their progress within the learning curriculum area.

In the case of the VCAA rubrics shown in the previous slides, the assessment any piece of work achieves is linked directly to the learning continuum, or the curriculum, and so it is a relatively easy task to see where any one student is in their learning progression and what is needed to move the student forward in their learning.

By using the achievement standards, we can see the progression of learning – where a student is and how it is they can develop in their learning.

**Slide 17 – Learning Assessment System**

Feedback completes the decision-making loop by refreshing knowledge about the student's current position on their learning continuum – for example, student achievement level.

Feedback informs and provides a starting point for future action in a cycle of ongoing improvements in student learning.

**Slide 18**

At the classroom level, research shows that the provision of feedback to students is one of the most effective strategies for promoting further learning.

According to Hattie in 2003, to be most effective, feedback must be timely, in a form that encourages effort, allows learners to see the progress they are making, and must identify clear actions that individuals can take to make further learning progress.

**Slide 19**

Thank you for listening to this presentation on the assessment principles. Please use the links given to explore resources that can help you improve your own suite of assessment tools and your assessment skills.