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

Welcome. I'm Sally Wilson. I'm an F–10 specialist teacher in Health and Personal & Social Capabilities.

Today, I'm presenting to you Module 7 – Assessment in Primary.

I'm going to define for you what assessment is and where to find it on the VCAA website.

**Slide 1 – Module 7: Assessment**

**Slide 2 – What is assessment?**

**Slide 3**

What is assessment? The fundamental purpose of assessment is to establish where learners are in their learning at the time of assessment.

The assessment information is based on author Geoff Masters and his paper ‘Reforming Educational Assessment: Imperatives, Principles And Challenges’, which has been published by the Australian Council for Educational Research.

**Slide 4**

Ask yourself, what do you want the students to know by the end of the unit?

We know that successful learning is more likely when learning is tailored to the needs of the leaner. So, assessment is not about judging students' understanding, but knowing where they are on the learning continuum so as to identify the next step in each student's education.

To do this, first go to the Victorian Curriculum. You will find the link in the transcript.

[Link: <https://victoriancurriculum.vcaa.vic.edu.au/>]

**Slides 5–11**

The screen will open up to reveal more selections along the left-hand side, middle toolbar, and within the body of the screen. Select 'Curriculum' in the blue middle toolbar.

The page that opens with levels and content descriptions.

For assessment, we first look at the content descriptions. They tell us what to teach.

Next, we look at the achievement standards. They tell us what to assess.

Teachers will need to be familiar with the standards they are teaching, above the level at which they are teaching, and below the level at which they are teaching.

**Slide 12**

When linking the Resilience, Rights and Respectful Relationships program through the Personal & Social Capability, we need to look at the content descriptions and then the achievement standards.

A Level 4 standard reads, "By the end of Level 4, students explain the consequences of emotional responses in a range of social situations." Our evidence is that this can be demonstrated by students being able to classify a range of emotions as positive and negative, and they can also identify behaviours and experiences that are associated with positive and negative behaviour.

**Slide 13**

However, to gauge where a student is on the learning continuum, it can be beneficial to put the information in a grid when planning.

Using this template, you are able to develop statements to show what students will demonstrate as they progress from one achievement standard to the next.

**Slide 14**

With assessment, we need to remember no method is inherently superior to any other. Methods capable of providing valid information for some aspects of learning will be invalid for others.

Thank you for participating in Module 7 – Assessment in Primary.

**Slide 15**