**Felicia Williams:** Our approach to the college is we want to offer success to all our students in maths, whatever level they’re accessing, and we also want to give them some challenge within that success. A big focus at our school is a guaranteed and viable curriculum. So that means that every student will see the same teaching and the same assessment. We run common assessment tasks, and that means that each student at each year level will receive the same assessment task. So, we’ll set those to run at the same time and the teachers have taught the same content, and then we’ll move on to the next topic. The content will be taught and the same assessment will be taught.

Maths is very scaffolded – so, to do step five, you need to know how to do step one and two. We need to walk the kids through step one to five and then we can show them steps six and seven later on. So, that’s that kind of continuum of learning. It’s not like you can just come in and pick something up and learn it without knowing everything else that goes before.

All our common assessment tasks are accessible through our digital platform, so parents can access that and have a look, students can access that and have a look. It happens as we do it, so you don’t have to wait now till the end of semester to get that written feedback. It gives us more of a focused snapshot – “We need to look at this student now instead of waiting till the end of the semester.”

**Voiceover:** The Victorian Curriculum F–10 has been designed as a continuum of learning, with achievement standards provided at the end of a level or, more typically, at the end of a band of levels. As students progress along the continuum, indicative progress descriptions can assist teachers to describe what student progress looks like between achievement standards. Such a description of a student’s progression of learning may be useful to a teacher when they need to assess and report on students’ learning progress. To assist teachers to develop their own indicative progress descriptions, the VCAA has provided an indicative progress template that includes an annotated example, a curriculum-specific example of indicative progress, and a template pre-populated with the curriculum-specific achievement standards.

Formative assessment is any assessment that is used to improve teaching and learning. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through. The Victorian Curriculum and Assessment Authority has developed the Guide to Formative Assessment Rubrics with experts from the University of Melbourne’s Assessment Research Centre to assist teachers to use formative assessment practices in Victorian classrooms. The guide provides advice to teachers about how to develop formative assessment rubrics linked to the Victorian Curriculum F–10 . This advice assists teachers to identify the actual learning level of each student based on evidence of what the student knows and can do.

**Stella Lumb:** Since we’re a very, very large school, we have a lot of teachers teaching one year level at a time, so we wanted to develop a scope and sequence and assessment that was consistent throughout every class.

We meet once every two weeks generally to see where everyone’s up to. We organise a test roster. Each teacher will write at least one assessment task and will be assigned a buddy. So, the idea is the teacher will write a first draft, give it to the buddy to look over. Once that first draft is fixed up, then it’s sent to the rest of the staff that teach that subject and we give feedback.

We also differentiate between the maths classes. We have advanced classes, mainstream and support. So, some students might...from semester to semester, might want to move up from a mainstream, say, to an advanced. But if we don’t have the same tests or marking scheme, we can’t use comparable results to make that move.

We have three topic tests per semester and then one end-of-semester test, which is...like, it’s kind of like an exam that covers all the content we did in the semester. In future, we are planning to update our assessment strategies to not just include topic tests but to also include assignment-like assessment.

**Girl:** When you know your strengths, you know how to work on your weaknesses. We always have a rubric of what’s gonna be assessed, but we also know, like, what different chapters...like, they tell us what the chapters are gonna be about before we start the chapter.

So, learning intentions are telling you what the lesson’s gonna be about or...what you’re about to learn on that day, and then the success criteria is just telling you what you should know by the end of the lesson.

So, the rubric has levels – it’s a two-way table, and there’s levels, and then there’s the task. You kind of just go through the rubric seeing what you need to know and seeing what you should learn if you don’t. I normally look through the working out level and working beyond level, because that’s where I want to be – that’s where I’m aiming for.

**Felicia Williams:** We really like to spend time in our teams talking about HOW we teach, not just what we teach and how we assess it. So, that’s a really important conversation about how we do things.

We also need to develop that further skills that translate into life skills or analytical situations. So, we do use the assignments to say, well, “Oh, you know how to work out the volume of something. Your parents are buying a water tank. How do you work out the volume, or how much water do you need in that tank?” So, we need to have that other extension of maths that it’s not just the tool for the test, it’s a life skill beyond the classroom.

**Voiceover:** The proficiencies of understanding, fluency, problem solving and reasoning are fundamental to learning mathematics and working mathematically, and are applied across all three strands – Number and Algebra, Measurement and Geometry, and Statistics and Probability.

‘Understanding’ refers to students building a robust knowledge of adaptable and transferable mathematical concepts and structures.

‘Fluency’ describes students developing skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.

‘Problem solving’ is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions, and communicate solutions effectively.

‘Reasoning’ refers to students developing an increasingly sophisticated capacity for logical, statistical and probabilistic thinking and actions, such as conjecturing, hypothesising, analysing, proving, evaluating, explaining, inferring, justifying, refuting, abstracting and generalising.

**Felicia Williams:** At Year 10, we developed a data assignment, and part of the assignment was to go and collect some data – each individual student had to collect some data, find some data, and then use that in the assignment. And what we found was a number of students collected the wrong sort of data – they collected bivariate data instead of univariate data, and that’s not what we wanted. But it wasn’t something we expected when we set the assignment. We thought we’d taught how to use data and what each data set was. And so that was interesting for us as teachers to say, well, we need to either teach this better or explain it to the kids or, you know, check their data as it comes in.

The first version of an assignment, you get unexpected answers, and sometimes they’re really useful and sometimes they’re not as useful as you expect. So, you take that feedback, and teaching is a process of putting something out there and getting feedback and refining and, you know... Each student will have their own pathway to learning, so you’ve got to use that feedback to find that pathway. So, in terms of whether it’s...the first version may not be our ideal end version, but it’s still a really useful tool ’cause we can get some useful information about how students learn. And I guess that’s what we want to know as well – not just WHAT they know, but how they’re coming about their solutions.

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