Using formative assessment rubrics in Design and Technologies

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?**

It gives you more, I guess, more actionable information than if you're just looking at the achievement standards. I think particularly for the learning areas where it's got the two year band, it can feel like that jump from level four to level six to level eight is really big. And so by being able to sit down and write out those phases that can overlap the achievement standards, I think was really beneficial to then map out how you would approach teaching that. To me, it feels like it makes it easier to teach to your assessment data because you've got it in finer detail.

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

At the beginning, in writing the phases, it was essentially all from achievement standards, and I guess synthesising that component of the achievement standard into what we were looking for in relation to developing criteria. So that's very explicitly, I think, mapped back to the curriculum. Now that we're at the point where we're trying to write the actions and the quality criteria, that's where it's much more becoming our kind of judgement of what that looks like in our context.

We've designed our rubric reasonably generic because, in Design and Technologies, the sub-strands cover not just food specialisation, but materials, design and other areas. And we've just chosen to focus on using criteria for success to evaluate design options. So it could be used in any areas of Design and Technologies.

Definitely be using it again because I want to look at student progression. So, um...I would probably use at the start and then possibly just have another run at it, say, at the end of the semester or mid semester just to see if students are going to improve in their learning.

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

Instead of a huge task that was very cumbersome, we were just looking at one section and it made the students feel like they could achieve something in a much shorter time frame than a task that might go for a number of weeks.