Using formative assessment rubrics in Digital 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?**

So, my rubric unpacks the Digital Technologies curriculum and I'm a classroom teacher, so I came in at a very different angle from a lot of other people here because I'm not in a specialist role. So, our biggest goal was to create something that classroom teachers could use and it didn't necessarily have to be delivered by a specialist teacher.

It was really important to look at the progression of what a student might achieve first as a hurdle task or as the first part of demonstrating their understanding, and what they're then able to achieve with that knowledge. So, getting that succession of complexity, we start here, we can move through to the next stage, we can take this understanding and apply it in this way, and then getting into the evaluation I think is really important.

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

The rubric that I've written was all about generating data from a device, interpreting the data, transferring to another device and making a visual representation. So regardless of the what the device is or how many times it's conducted over a band that a subject is taught, the rubric could be applied to different devices, different learning contexts and working in different programs or devices.

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

Our students will return to different digital devices throughout the time that they're experiencing Digital Technologies lessons and the rubric will be just as important in terms of how to gather data, how to analyse it, how to give a visual representation, and then linking it back to the story of what actually happened. So the rubric would still be applicable in a different context to show growth across the year.

It showed me exactly what I needed to work on. For a lot of students that was formatting, for some of them they were able to analyse the data but couldn't make recommendations, so the next step would then be to create a new task that would teach them at their point of need.