

(Note: Professional development outcomes have been defined using an additive model that assumes all outcomes outlined in previous phase)

TEACHER DEVELOPMENT CONTINUUM →			
Foundational	Proficient	Highly Accomplished	Lead
Understand the nature, purpose and impact of assessment			
<ul style="list-style-type: none"> Identify the key principles of effective assessment Identify school and employing authority assessment and reporting policies and procedures Identify the purposes of diagnostic, formative and summative assessment Understand the critical relationship between curriculum, pedagogy and assessment Identify the positive and negative impacts of assessment on learner motivation Identify the impact of cultural differences on assessment and learner motivation. 	<ul style="list-style-type: none"> Identify, explain and apply relevant system and school level policy documents related to assessment Understand the multiple purposes and different forms of assessment Implement assessment strategies that acknowledge cultural differences and their impact on assessment and learner motivation Implement assessment strategies that acknowledge the impact of assessment on learner motivation Identify appropriate online methods and resources to facilitate student assessment. 	<ul style="list-style-type: none"> Apply in-depth knowledge of relevant system and school-level assessment policy documents Examine personal assessment beliefs, knowledge and practices in order to better understand the purpose and impact of assessment policies and practices Design assessment strategies that acknowledge cultural differences and enhance learner motivation Evaluate the impact of existing assessment practices on learner motivation. 	<ul style="list-style-type: none"> Articulate a vision of high quality, inclusive teaching, learning and assessment that maximises outcomes for all students, motivates learners and is consistent with system and school level assessment policy Contribute to the development of whole school assessment policy and procedures that are developed in collaboration with and communicated to students, staff, community members and other stakeholders Access, analyse, review and share effective contemporary practice in assessment (including the use of ICTs) based on current research.
Identify, interpret and use evidence to make assessment judgements			
<ul style="list-style-type: none"> Assess learners' current understandings, misconceptions and levels of attainment in relation to relevant learning outcomes and use this information as the starting point for teaching Identify and interpret assessment criteria in relevant curriculum documents and communicate these to students Identify evidence needed for making valid and reliable judgments about student achievement of learning outcomes. 	<ul style="list-style-type: none"> Know and apply an extended range of effective assessment strategies and tools, including ICT based assessment strategies Create opportunities for students to take responsibility for their learning and for monitoring and assessing their own progress through self and peer assessment Prepare a diverse range of assessment materials at individual, group and class level. 	<ul style="list-style-type: none"> Plan year level assessment programs in line with relevant curriculum program Provide guidance on the selection, management and use of assessment strategies and tools that match the purpose of learning Design and apply flexible assessment strategies and tools that reflect the diverse needs of learners, the purpose of the assessment and curriculum goals. 	<ul style="list-style-type: none"> Interpret and analyse student performance data and make recommendations for improving student learning at individual, class, year and whole school level Contribute to the development of school wide student assessment processes and materials that are authentic, valid, reliable, fair, flexible and consistent.

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Foundational	Proficient	Highly Accomplished	Lead
Identify, interpret and use evidence to make assessment judgements (cont)			
<ul style="list-style-type: none"> • Know and apply a range of strategies to continuously monitor and assess learner progress against specified learning outcomes • Select assessment strategies and tools, including ICT based assessment systems, which align with curriculum requirements • Prepare basic assessment materials at individual and class level • Implement assessment grading, scoring and reporting systems in line with school policy • Provide basic assessment feedback to learners and their families based on assessment data • Maintain student assessment records • Prepare students for national/state testing programs • Check pre-prepared assessment resources for relevance against curriculum documents • Understand and participate in assessment moderation processes. 	<ul style="list-style-type: none"> • Use feedback, prompts and questioning to support learning • Initiate classroom/student discussions about learning, assessment and progress • Make judgements about learners' progress against specified learning outcomes • Provide constructive feedback to learners and their families based on assessment evidence • Know and apply a range of assessment moderation processes • Manage and organise student assessment data • Evaluate pre-prepared assessment resources and determine suitability for use with groups and individuals • Use the results of state and national testing programs to inform program planning • Develop quality student assessment tasks and accompanying criteria sheets. 	<ul style="list-style-type: none"> • Collect, analyse and use assessment data for diagnostic purposes and provide comprehensive feedback to learners and their families on learner performance • Develop expertise in assessment moderation. 	<ul style="list-style-type: none"> • Contribute to the development, implementation and review of school wide policies and procedures for monitoring, measuring and reporting the achievement of student learning outcomes • Contribute to the development, implementation and review of school wide systems for appropriately recording, storing, reporting and reviewing student assessment outcomes • Facilitate the implementation of assessment moderation processes.

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Foundational	Proficient	Highly Accomplished	Lead
Use assessment outcomes to further learning of students, self and colleagues			
<ul style="list-style-type: none"> • Use outcomes of student assessment to identify learning progressions for individual students • Use outcomes of student assessment in reviewing assessment strategies and tools • Reflect on outcomes of student assessment at class level and use this to identify own strengths, areas of improvement and own further learning needs. 	<ul style="list-style-type: none"> • Analyse outcomes of student assessment to collaboratively plan learning progressions for individuals and groups of students • Collect, analyse and use assessment data to inform the teaching and learning cycle at individual and class level • Analyse outcomes of student assessment at class, year and school level and develop a personal professional development plan that addresses both own and school further learning needs in relation to assessment. 	<ul style="list-style-type: none"> • Evaluate outcomes of student assessment to collaboratively plan flexible further learning options for individuals and groups of students • Use a comprehensive range of assessment data to inform curriculum planning at class and year level • Analyse outcomes of state and national testing programs and apply to assessment planning at class and year level • Collect and analyse student assessment data at individual, class and year level and use the resulting assessment information to inform and improve programs and practices • Evaluate professional networks and sources of professional advice on assessment and disseminate information to members of the school community • Develop strategies to support colleagues in relation to assessment. 	<ul style="list-style-type: none"> • Collect, analyse and use assessment data from classes and formal testing to inform curriculum planning at year and whole school level • Use multiple data sources to identify assessment-related need and inform the planning of professional development for colleagues, families and other members of the school community • Recognise the implications of assessment outcomes for other professional learning • Evaluate outcomes of state, national and international testing programs and use outcomes to inform whole school curriculum program planning, teaching and learning and school resourcing • Recognise and share information about linkages between assessment at primary, secondary and tertiary level and communicate these to colleagues, students and their families • Identify and communicate information on best practice and contemporary research on student assessment and facilitate uptake of best practice in assessment.