



Standard FIVE

Title

Assess and report constructively on student learning

Scope

Teachers use a range and balance of assessment modes and techniques to gather information on student capabilities and progress and use this to evaluate and report on student learning and review their approaches to planning, teaching and assessment.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish learning goals and assessment requirements that meet relevant school, authority and employer policies, curriculum frameworks and students' prior experience and learning needs
- communicate and, where appropriate, negotiate learning goals and assessment requirements (including modes, criteria, grading systems and reporting) with colleagues, students, families and caregivers
- use multiple ways and varied sources of gathering evidence for making judgements about student learning and, where possible, provide opportunities for students to demonstrate and reflect on this evidence and evaluate their own work
- provide students with constructive and timely feedback on their learning, and encourage students to use feedback and self-assessment strategies to monitor their progress toward personal learning goals
- provide additional support for students and/or adjustments to assessment procedures, where needed, to allow students multiple ways of demonstrating their learning
- implement and review a variety of approaches, including the use of ICT, to effectively monitor, assess, document and report on learning
- prepare information on student performance and use this to communicate and report student progress to parents, caregivers, certification authorities and other stakeholders through school reporting arrangements
- use assessment data and information about students to guide program planning and review curriculum choices, teaching practices and assessment and reporting strategies
- participate in assessment quality assurance processes, such as moderation activities that affirm consistency of teacher judgement, to maximise the quality, consistency and comparability of assessment outcomes.

Knowledge

Teachers know and understand:

- the characteristics, uses, advantages and limitations of different assessment techniques for supporting and evaluating student learning, including the development of higher-order thinking skills
- the principles of valid, fair, flexible and authentic assessment
- techniques for identifying and developing assessment criteria and appropriately communicating these to students, colleagues, supervisors, families, caregivers and stakeholders
- school, employer and authority policies and procedures (including scoring and grading systems) for assessing and reporting on student progress to families, caregivers and certification agencies
- the ethical responsibilities of teachers in assessment and reporting
- ways of using assessment data to evaluate student learning and review teaching and assessment practices
- how to use ICT to access, manage and report information on student learning
- assessment quality assurance strategies, such as moderation, and their role in ensuring the quality and consistency of assessment outcomes
- different assessment modes, including formative, summative, descriptive and negotiated assessment, their strengths and limitations, and how they potentially favour or hinder different learning styles
- ways of assessing, interpreting, and reporting on student learning that reflect the ongoing and evolving nature of learning.

Values

Teachers are committed to:

- using assessment for learning as well as assessment of learning
- viewing students' strengths and weaknesses as opportunities for learning
- applying ethical assessment practices and ensuring the confidentiality of student assessment information
- working collaboratively with colleagues in quality assurance procedures.