

Workshop manual

IMPLEMENTING DEVELOPMENTAL ASSESSMENT



BY MARGARET FORSTER & GEOFF MASTERS

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IMPLEMENTING DEVELOPMENTAL ASSESSMENT

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PRESS

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Table of Contents

Implementing developmental assessment: workshop overview	2
Introduction	5
Section 1: Progress maps	11
Section 2: Assessment methods	21
Section 3: Judging and recording	37
Section 4: Estimating attainment	41
Section 5: Reporting	45

Professional development in assessment and reporting

The assessment of student learning is an important aspect of every teacher's professional work.

This WORKSHOP MANUAL is designed for educational leaders. It has been developed as a resource for curriculum coordinators in schools, staff in curriculum and assessment support roles in regional and central offices, and others interested in the professional development of teachers in the areas of assessment and reporting.

The manual provides resources for a single workshop

Implementing Developmental Assessment

The manual is part of the *Assessment Resource Kit (ARK)* — a videotape and a series of magazines on assessment and reporting issues and methods. The *Assessment Resource Kit* introduces teachers to five key steps in the developmental assessment of student learning:

- using a map of learning outcomes as a framework for monitoring individual progress;
- collecting evidence about student achievement using a range of appropriate assessment methods;
- judging student performances and work and recording evidence;
- making on-balance estimates of students' levels of attainment; and
- reporting student achievement and progress against an outcomes framework.

The ARK videotape *Understanding Developmental Assessment* provides the context for this workshop.

No special training is required to present this workshop.

IMPLEMENTING DEVELOPMENTAL ASSESSMENT

WORKSHOP OVERVIEW

This manual provides resources for a workshop to explore issues in implementing developmental assessment.

Workshop aims

The workshop aims to:

- introduce the fundamental ideas underpinning developmental assessment; and
- discuss strategies for implementing these ideas.

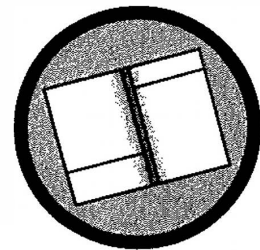
Workshop outcomes

At the end of the workshop participants will:

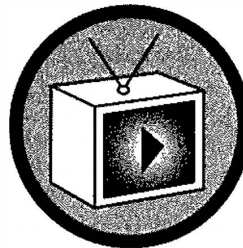
- understand the theoretical issues in developmental assessment in the context of teacher practice;
- be able to apply these understandings to teacher, school and system assessment and reporting plans; and
- be able to develop their own assessment plans based on these understandings.

Four icons are used in the manual:

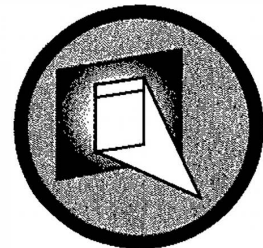
Introduce the section using provided notes.



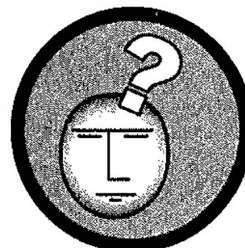
Show a section of the video.



Display an overhead and speak to it using provided notes.



Lead a whole group discussion using provided notes and answers to frequently asked questions.



IMPLEMENTING DEVELOPMENTAL ASSESSMENT

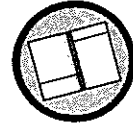
WORKSHOP OVERVIEW

The workshop is structured around the ARK videotape *Understanding Developmental Assessment*.

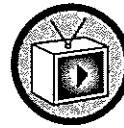
The videotape is divided into five sections: Progress Maps, Assessment Methods, Judging and Recording, Estimating Attainment, and Reporting. Each section introduces a step in Developmental Assessment.

For each section you

- give a brief introduction (using provided notes)
– notes icon;



- play a section of tape – TV icon;



- discuss strategies for introducing the ideas presented (using provided overhead transparencies and notes)
– overhead icon; and



- lead small group and whole group discussions (using provided answers to frequently asked questions) – reflection icon.



Time required

This is a 3 hour workshop (including a 30 minute break after 'Assessment Methods').

Preparation

Read workshop instructions to familiarise yourself with suggested introductions and discussion guides (including frequently asked questions and answers provided for some steps).

Prepare overheads, adding your own examples where possible.

Fast forward videotape to section headed 'Progress Maps' (starts at 2 minutes).

Arrange the room to facilitate whole group presentation and small group discussion.

Tools

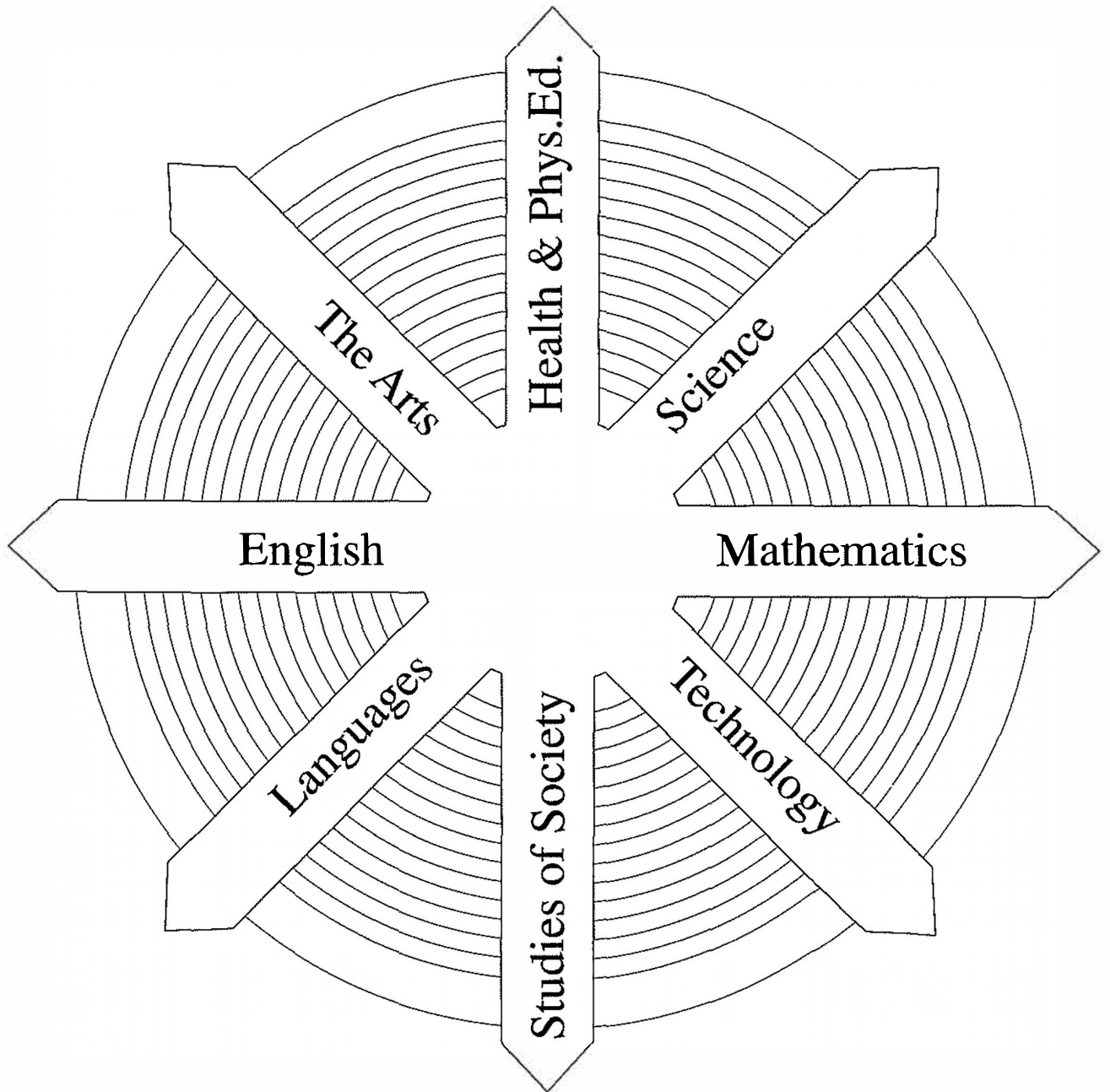
television

video player

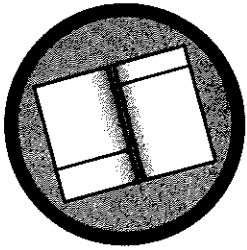
ARK videotape *Understanding Developmental Assessment*

presenter's notes

overheads

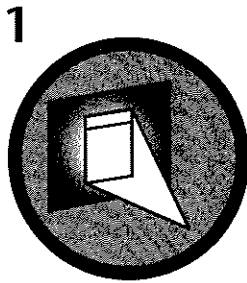


WORKSHOP INTRODUCTION



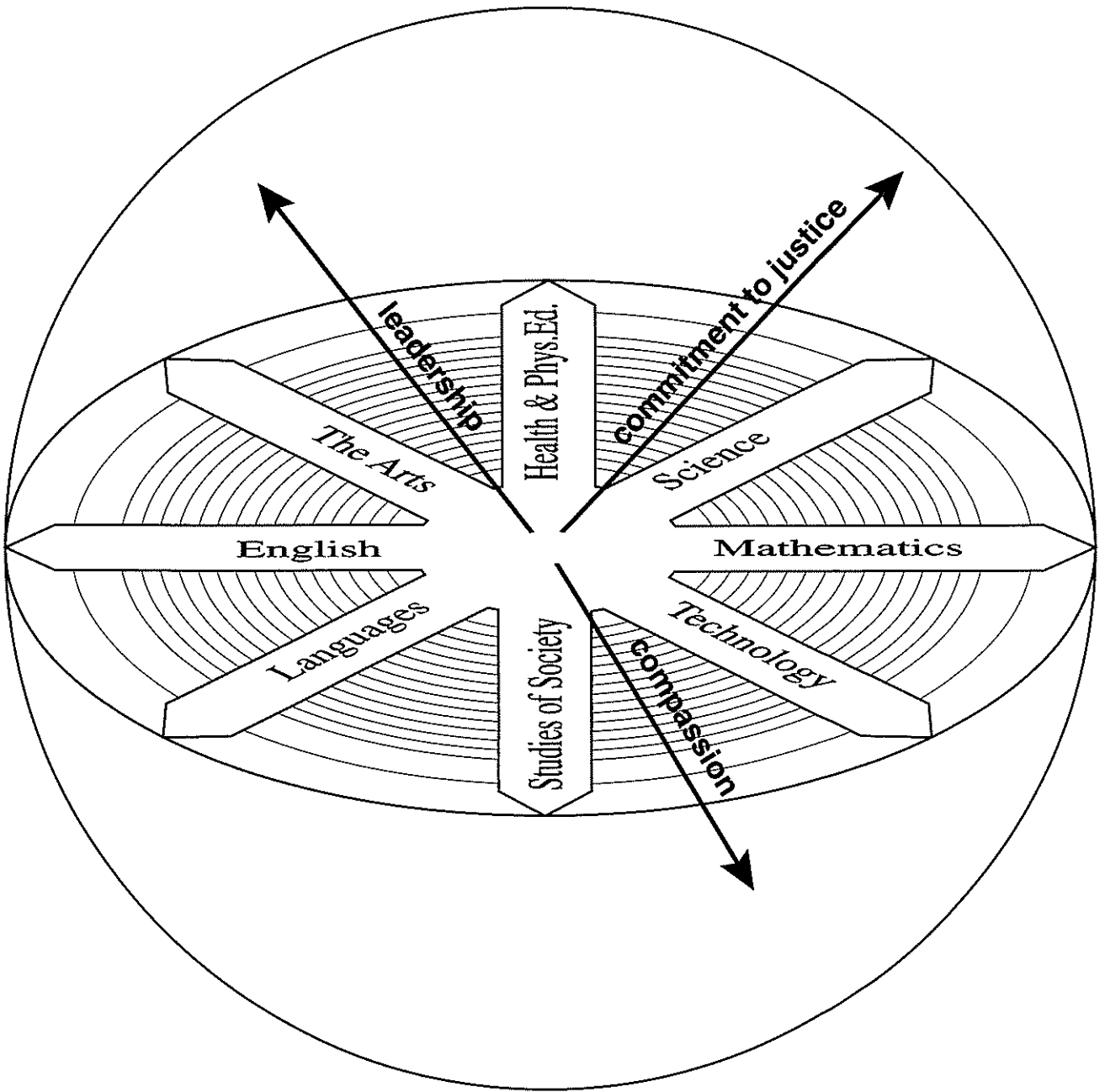
I want to introduce this workshop by talking about an idea. It's not a new idea, but it's a very powerful idea. It's the idea of growth or improvement. We talk about students 'growing', 'developing', 'improving', or 'getting better'. This idea is fundamental to teaching and learning. In order to facilitate learning, we must have an idea of what it means for a student to grow or improve.

When we think about growth, we recognise that students develop in many areas.

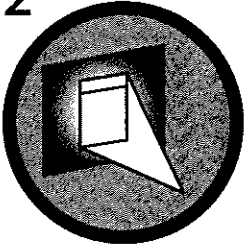


We recognise that students grow and develop in a range of academic areas: the key learning areas of English and mathematics, for example. And we can imagine a student who is perhaps strong in mathematics but weak in English.

We recognise, however, that if we were only interested in academic growth we would be encouraging the development of a rather limited or 'flat' individual.



2

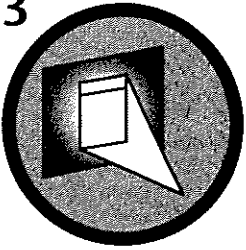


As teachers we also are interested in the development of cross-curricular and non-academic skills. So we encourage and monitor growth of attributes such as leadership and compassion. When we think about monitoring growth, however, we understand that it is useful and often essential to focus on one aspect of development at a time. A concrete analogy helps us to understand this process. If we think about a table, we recognise that a table has many attributes, including weight, height, temperature and length. However, if we want to measure length, we ignore all the other attributes and concentrate our attention on length only. Similarly, when we monitor student growth, we concentrate on growth in one area of learning at a time.

- 5
- Uses unitary ratios of the form 1 part to X parts
(The ratio of cordial to water was 1 to 4)
 - Understands that common fractions are used to describe ratios of parts to whole (2 in 5 students ride to school. In school of 550, 220 ride bikes)
 - Uses percentages to make straightforward comparisons
(26 balls from 50 tries is 52%; 24 from 40 tries is 60%, so that is better)
 - Uses common equivalences between decimals, fractions and percentages
(‘One-third off is better than 30% discount’)
 - Uses whole number powers and square roots in describing things
(finds length of side of square of area 225 sq cm as square root of 225)
- 4
- Counts in decimal fraction amounts (‘0.3, 0.6, 0.9, 1.2, ... ’)
 - Compares and orders decimal fractions
(orders given weight data for babies to two decimal places)
 - Uses place value to explain the order of decimal fractions
(which library book comes first 65.6 or 65.126? why?)
 - Reads scales calibrated in multiples of ten
(reads 3.97 on a tape measure marked in hundredths, labelled in tenths)
 - Uses the symbols =, < and > to order numbers and make comparisons
(6.75 < 6.9; 5 x \$6 > 5 x \$5.95)
 - Compares and orders fractions (one-quarter is less than three-eighths)
- 3
- Counts in common fractional amounts
(‘two and one-third, two and two-thirds, three, three and one-third’)
 - Uses decimal notation to two places (uses 1.25m for 1m 25cm; \$3.05 for three \$1 coins and one 5c coin; 1.75kg for 1750g)
 - Regroups money to fewest possible notes and coins
(11x \$5 + 17x \$2 + 8 x \$1 regrouped as 1x \$50 + 2x \$20 + \$5 + \$2)
 - Uses materials and diagrams to represent fractional amounts
(folds tape into five equal parts, shades 3 parts to show 3/5)
 - Expresses generalisations about fractional numbers symbolically
(‘1 quarter = 2 eighths’ and ‘1/4 = 2/8’)
- 2
- Counts forwards and backwards from any whole number, including skip counting in 2s, 3s and 10s
 - Uses place value to distinguish and order whole numbers
(writes four ten dollar notes and three one dollar coins as \$43)
 - Estimates the size of a collection (up to about 20)
 - Uses fractional language (one-half, third, quarter, fifth, tenth) appropriately in describing and comparing things
 - Shows and compares unit fractions (finds a third of a cup of sugar)
 - Describes and records simple fractional equivalents (‘The left over half pizza was as much as two quarters put together’)
- 1
- Counts collections of objects to answer the question ‘How many are there?’
 - Makes or draws collections of a given size
(responds correctly to ‘Give me 6 bears’)
 - Makes sensible estimates of the size of small collections up to 10
(for 7 buttons, 2 or 15 would not be a sensible estimate, but 5 would be)
 - Skip counts in 2s or 3s using a number line, hundred chart, or mental counting (‘2, 4, 6 ... ’)
 - Uses numbers to decide which is bigger, smaller, same size
(If he has 7 mice at home and I have 5, then he has more)
 - Uses the terms first, second, third (‘I finished my lunch second’)



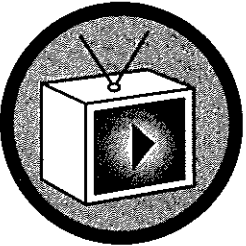
3



In developmental assessment we monitor student growth against a particular kind of framework. This framework provides explicit descriptions of knowledge, skills and understandings in an area of learning. Frameworks of this kind go by many names: 'continua', 'variables', 'strands'. We call these frameworks 'progress maps'.

Notice the order of growth from the most simple skill at the bottom of the picture to the most difficult at the top. The knowledge, skills and understandings are shown in the order in which they typically develop. Maps of this kind are not prescriptions for teaching but frameworks for monitoring growth.

Notice also that the progress map is divided into levels.



The idea of a progress map against which to monitor student growth is fundamental to developmental assessment. It is an idea which we will be exploring today.

The workshop will be structured around the five sections of the ARK videotape *Understanding Developmental Assessment*. Each section deals with a key element of developmental assessment:

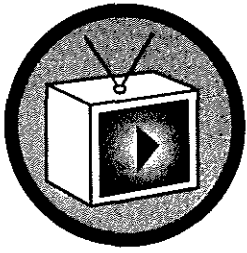
- the idea of a progress map;
- using a range of assessment methods to collect evidence of student achievement;
- judging and recording student achievement;
- estimating levels of attainment on a progress map; and
- reporting achievement along a progress map.

We'll watch a section of video, I'll talk about strategies for implementing some of the ideas you see, and we'll have some opportunity for discussion after each section.

- supporting teachers in their use of a progress map
- sharing a progress map with students
- introducing parents to a progress map



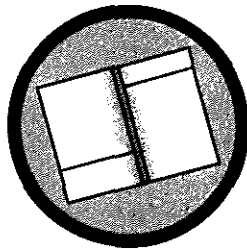
SECTION 1 PROGRESS MAPS



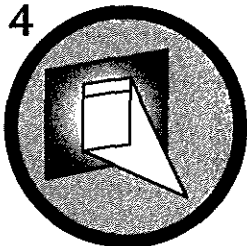
Show the video section 'Progress Maps'.

2:00 minutes — 9:08 minutes

Stop the tape when the title 'Assessment Methods' appears.



This section of the video explored the idea of a progress map and showed some ways in which progress maps can be useful for promoting discussions between teachers, between teachers and students, and between teachers and parents. At the end of the section there was some discussion about how progress maps can assist teachers to plan individual student programs.

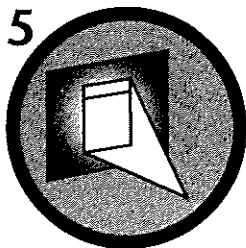


We are now going to look at some strategies for facilitating the use of progress maps. We will look in turn at

- supporting teachers in their use of a progress map;
- sharing a progress map with students; and
- introducing parents to a progress map.

- provide teachers with relevant documentation
- provide professional training for teachers
- provide support materials
- facilitate whole school discussion and use
- support teachers to revise, illustrate and enrich a progress map





- **provide teachers with relevant documentation**

The first strategy in supporting teachers in their use of a progress map is to provide them with relevant documentation. In some education sectors or systems a decision might have been made to use the State and Territory standards framework, the National Profiles, or the First Steps frameworks, for example. The task then is to make sure that teachers have all relevant documentation easily accessible... that it's not sitting shrink wrapped in the staff room or the principal's office. In other sectors or systems staff might need to select a progress map against which to monitor student growth.

- **provide professional training for teachers**

A second strategy is to provide professional training for teachers. Sometimes this training is well established, for example, with First Steps.

- **provide support materials**

It is important also to provide whatever support materials are available to teachers. First Steps has its own support materials. But there are other materials available. The Curriculum Corporation, for example, has produced a wide range of materials in support of the National Profiles and ACER produces materials like the ARK wall charts which describe and illustrate growth in reading, writing, and spelling.

- **facilitate whole school discussion and use**

It is helpful also to facilitate whole school discussion—for example to investigate the relationship between current practice and assessing and reporting against a progress map. People are often surprised at how much they are doing already. Sometimes discussion of this kind focuses on the development of a progress map. Bonnie Campbell Hill, who you saw on the videotape, worked with teachers in Seattle to develop progress maps in reading and writing.

- **support teachers to revise, illustrate and enrich a progress map**

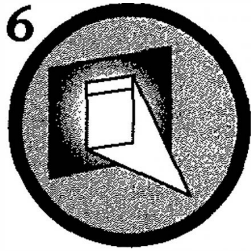
That's not something that teachers need to do in Australia because most authorities have already developed curriculum and standards frameworks, but they can be supported to revise, illustrate and enrich whichever progress map they are using. For example, Lisa who you will see a little later on in the video, worked at a school in Seattle where the principal encouraged his staff to reflect on the reading and writing continua in the first year that they were using them. He provided each teacher with a small notebook for that purpose. Lisa had noticed that there was no mention of poetry so she was going to suggest that indicators related to poetry be added.

A second example would be the work at Xavier College on Bathurst Island in the Northern Territory. Here teachers are using the English as a Second Language profile. They think that the pointers and work samples do not reflect the language used by Indigenous students, so they are developing their own examples.

Because many of their teachers are second language users they are also rewording outcomes into language more easily understood by their teachers.

- develop versions of maps in ‘student-friendly’ language
- place maps on display
- discuss progress maps with students
- support students to monitor their own progress (self-assessment)





6

- **develop versions of maps in ‘student-friendly’ language**

Another way to facilitate the use of a progress map is to share the map with students.

- **place maps on display**

One strategy, as you saw discussed in the video, is to develop versions of the maps in ‘student-friendly’ language and to place these maps on display around the room.

- **discuss progress maps with students**

You can also discuss progress maps with students. On the video Bonnie talks about these kinds of discussions and you saw Sue Daley showing work samples to her students to help them understand progress. Sue was preparing her Year 3 students for a benchmark assessment task. For this task, students listen to a piece of text being read to them and then write questions to assess another student’s understanding of the text.

- **support students to monitor their own progress (self-assessment)**

All of these strategies support students to monitor their own progress. Bonnie talked about students coming to the teacher to show evidence of their growth.

Two interesting techniques for focusing students’ attention on their growth are ‘fix its’ and ‘time bombs’.

‘Fix its’ is a technique used by a Seattle teacher who, at regular intervals, takes a piece of a student’s writing completed some time ago from their portfolio, photocopies it, hands the photocopy to the student and says, ‘fix it’. When the student has redrafted the piece, the teacher and student compare the redraft with the original, noting how the student has made progress.

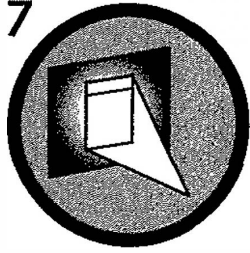
‘Time bombs’ is a similar idea in a different learning area. A secondary drama teacher in Tasmania videotapes his students performing. Later in the year he videotapes a second performance and compares with the student the progress that has been made.

Progress maps can assist students to see where they are heading. Techniques such as ‘fix its’ and ‘time bombs’ also can assist students to think about growth that has occurred already.

- develop versions of maps in 'parent-friendly' language
- organise meetings with parents to discuss the concept of growth
- introduce the concept of a map in interviews with parents



7



- **develop versions of maps in ‘parent-friendly’ language**

Another strategy to support the use of progress maps is to introduce parents to the idea.

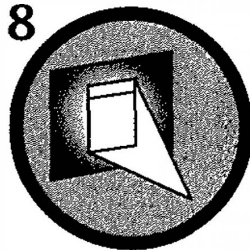
One way to do this is to develop maps in ‘parent-friendly’ language.

- **organise meetings with parents to discuss the concept of growth**

Another is to organise meetings with parents to discuss the concept of growth and the use of a progress map for monitoring students’ development.

Wendy Jacob in the Northern Territory organised a workshop of this kind. She used the model of physical growth to help parents understand that they knew a lot about their children’s growth already.

8



Wendy listed a series of physical milestones in young children’s growth. She cut these up and had parents order them and discuss what they had done. The point of the exercise was to highlight to parents that they were familiar with tracking their children’s growth and that this model could be used to track literacy and numeracy growth also. The exercise also allowed Wendy to demonstrate that, while we can agree on the order in which most children reach these milestones, the development of individual children can be idiosyncratic.

- **introduce the concept of a map in interviews with parents**

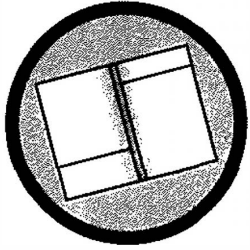
A final strategy for introducing the concept of a progress map to parents is to introduce the map at a face to face interview. At A B Paterson school in Queensland, parents were introduced to the idea of a progress map—in this case First Steps—at report interview time. When parents came to the parent-teacher interview to discuss their child’s report they were shown the First Steps continua and their child’s achievement in relation to this progress map was discussed. Parents left the interview with a second report and an understanding of the direction in which reporting was heading.

INTRODUCING PARENTS TO A PROGRESS MAP

8

smile	roll over
sit up	push self up on arms
make sounds to communicate	crawl
respond to name	walk
build blocks	scribble
put things into a container	throw
run	catch
jump	join words/use phrases
join in rhymes/songs	draw
recognise some familiar written words	recognise/name colours
count	'pretend' to read
hop	talk at length in sentences

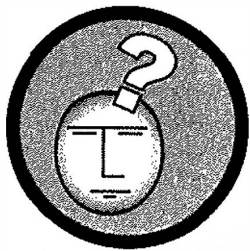




GROUP DISCUSSION (15-20 minutes)

Let's now spend a few minutes reflecting on what's been discussed so far.

How useful do you think these ideas are? What are the strengths of using this approach? What difficulties do you foresee?



FREQUENTLY ASKED QUESTIONS AND SUGGESTED RESPONSES

Given how much work is involved, why would anyone want to develop a progress map?

It is true that in Australia teachers are provided with progress maps in key learning areas in the form of the National Profiles or State and Territory standards frameworks, such as the Curriculum Standards Framework in Victoria and the Outcomes Statements in Western Australia. Where teachers are provided with such frameworks, there is no need to develop maps from scratch, although there may be a need to refine the frameworks for local conditions. There are also some areas for which there are no maps available, for example, maps of growth in the affective domain, or maps for students with multiple physical disabilities, and in these areas there are teachers working to develop frameworks for monitoring student growth. In other parts of the world teachers have chosen to develop maps themselves.

All students develop in their own idiosyncratic way so how can descriptions of typical growth be useful for monitoring student growth?

While it is true that all students have their own individual path of growth, it is also true that there are typical patterns of student development. Understanding this typical growth can help us to better monitor idiosyncratic growth and to recognise when we need to be taking special steps to assist students.

continued over page

What is the difference between a progress map and a curriculum framework?

A curriculum framework describes contexts for teaching. A progress map describes learning outcomes. Students work towards achieving learning outcomes in a range of contexts.

Won't putting progress maps on the wall further lower the self-esteem of weak students?

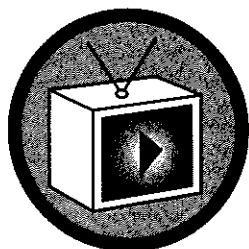
Feedback from teachers suggests, that, in a supportive environment, it is helpful for students to have growth in an area of learning made explicit.

How can we monitor growth in this way for all learning areas?

It would be an enormous task to monitor growth in all learning areas in this way. Indeed it may be impossible and we should think about detailed monitoring of this kind for a few learning areas only, such as English and mathematics.

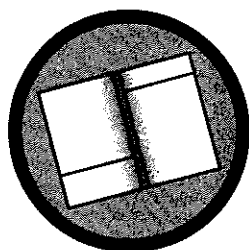
SECTION 2

ASSESSMENT METHODS



Show the videotape section 'Assessment Methods'.
9:08 minutes — 19:18 minutes

Stop the tape when the title 'Judging and Recording' appears.



Introduce discussion.

Once we have a progress map against which to monitor student growth, the next step is to gather evidence about student achievement in relation to the outcomes described on the map.

This section of the video looked at 5 ways of collecting evidence:

- portfolios;
- performances;
- projects;
- products; and
- paper and pen assessments.

Each method is more or less appropriate for gathering evidence about particular outcomes. For example, if we wanted to collect evidence of a student's ability to speak well, to play a musical instrument, or to complete a gymnastics routine we would not use a paper and pen assessment. We would assess the performance as it happened, making an on-the-spot judgement of the student's level of achievement. In contrast, if we wanted to assess a student's ability to write for a range of purposes and audiences, we might collect a portfolio of work samples.

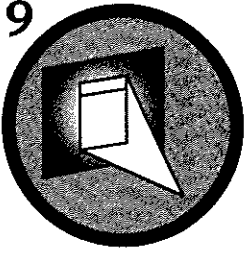
We also listened to some discussion about considerations in selecting among these methods of assessment—not just the degree to which a method will provide evidence about particular outcomes but also considerations such as fairness, curriculum feedback and practicability. In an ideal world these considerations would be considered equally. In reality, there will always be a trade off.

What strategies help teachers to become familiar with the range of assessment methods available and considerations in using them?

- developing an assessment plan
- appointing an assessment facilitator
- providing resource material
- supporting portfolio implementation



9



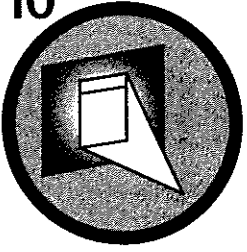
There are 4 main strategies which we will discuss in turn:

- developing an assessment plan;
- appointing an assessment facilitator;
- providing resource material; and
- supporting portfolio implementation.

- facilitate whole-school discussion
- facilitate Year level or learning area collaboration
- support teachers to match assessment methods to outcomes



10

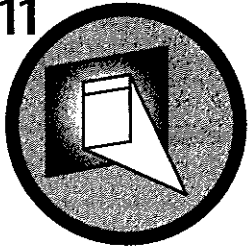


• **facilitate whole-school discussion**

One strategy for assisting teachers to use a range of assessment methods is to develop an assessment plan.

Some schools develop a whole school plan which sets out assessment principles and strategies. A whole school approach brings everyone on board through whole-school discussion and reduces the pressure on individual teachers.

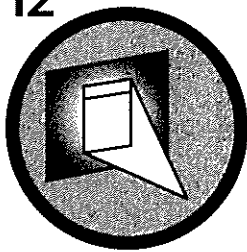
11



This overhead shows part of one Victorian school's assessment plan. The first two columns of the Strand A evaluation plan list the curriculum areas to be assessed and the measurement tools and data collection methods to be used to gather evidence of student achievement. The next two columns look at the frequency of assessment and the person responsible for the assessment.

Note that assessment is spread throughout the year and the responsibility is shared where possible.

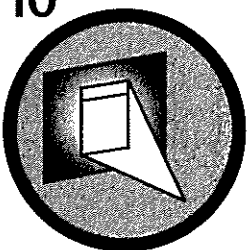
12



The Strand B evaluation plan provides further detail for each curriculum area. The strands of English for example are detailed, with the measurement tools and data collection methods described for each strand. The frequency of assessment for each of these tools and methods is listed, and a new column added: assessment context.

Whole school plans of this kind make expectations explicit, and assist teachers to systematically address the gathering of evidence of student achievement.

10



• **facilitate Year level or learning area collaboration**

Return to overhead 10.

Work of this kind can also be done at Year level rather than whole school level or within a particular learning area. Maths teachers, for example, could develop a Year 7-10 assessment plan together.

• **support teachers to match assessment methods to outcomes**

Attention can be focused on the range of assessment methods required by conducting a structured exercise to look at the outcomes about which evidence is to be collected and match assessment methods to these outcomes.

STRAND A EVALUATION PLAN

CURRICULUM AREA	MEASUREMENT TOOLS/DATA COLLECTION	FREQUENCY	RESPONSIBILITY
ENGLISH	<ul style="list-style-type: none"> English Profiles Edwards Words Reading Test Teacher survey 	<ul style="list-style-type: none"> Apr./Nov. annually Feb./Nov. annually End year 	<ul style="list-style-type: none"> Assist. Principal in conjunction with class teacher Sub-school Principal ESL teacher Start Off Reading Recovery librarian Read. Interv. teacher
MATHEMATICS	<ul style="list-style-type: none"> Maths Profiles 	<ul style="list-style-type: none"> Apr./Nov. annually 	<ul style="list-style-type: none"> Class teacher
SCIENCE	<ul style="list-style-type: none"> Checklists Anecdotal records 	<ul style="list-style-type: none"> Dec. annually 	<ul style="list-style-type: none"> Class teacher
TECHNOLOGY	<ul style="list-style-type: none"> Construction Survey Computer survey 	<ul style="list-style-type: none"> March annually March annually 	<ul style="list-style-type: none"> Technology readers
PE/SPORT	<ul style="list-style-type: none"> Attitudinal survey Fitness test Skills test 	<ul style="list-style-type: none"> Annual Annual Ongoing 	<ul style="list-style-type: none"> Class teacher Assist. Principal PE teacher
HEALTH EDUC.	<ul style="list-style-type: none"> Anecdotal records Checklists 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Class teacher PE Specialist
LOTE (French)	<ul style="list-style-type: none"> Teacher designed tests Oral testing 	<ul style="list-style-type: none"> Termly Termly 	<ul style="list-style-type: none"> LOTE teacher LOTE teacher
THE ARTS	<ul style="list-style-type: none"> Anecdotal records Checklists 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Arts teacher Music teacher Arts/Tech teacher



STRAND B EVALUATION PLAN PERFORMANCE ASSESSMENT JUNIOR SUB-SCHOOL MULTI AGE

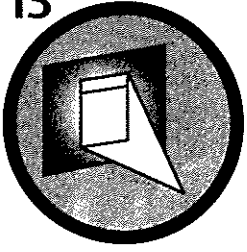
CURRICULUM AREA	MEASUREMENT TOOLS/DATA COLLECTION	FREQUENCY	ASSESSMENT CONTEXT	RESPONSIBILITY
ENGLISH Reading	<ul style="list-style-type: none"> • Profiles • Anecdotal records • Checklists • Running records (selected children) 	<ul style="list-style-type: none"> • Ongoing • Review after 5 weekly planners • Once a term 	<ul style="list-style-type: none"> • Read and retell • Cloze activities • Reading record of books read • Reading comp. 	<ul style="list-style-type: none"> • Classroom teacher • Sub-school Principal
Writing	<ul style="list-style-type: none"> • Work samples • Anecdotal records • Checklists 	<ul style="list-style-type: none"> • Ongoing • Collection once per term • Part of 5 weekly planner 	<ul style="list-style-type: none"> • Process writing activities • Diary writing • Other activities 	<ul style="list-style-type: none"> • Classroom teacher
Speaking	<ul style="list-style-type: none"> • Anecdotal records • Checklists 	<ul style="list-style-type: none"> • Ongoing • Once per term • Ongoing with particular children 	<ul style="list-style-type: none"> • Show and tell • Oral reports—group and individual • Drama activities 	<ul style="list-style-type: none"> • Classroom teacher • Sub-school Principal
MATHS	<ul style="list-style-type: none"> • Profiles • Revision/test sheets • Checklists • Samples of work 	<ul style="list-style-type: none"> • Review after 5 weekly planner • End of topic 	<ul style="list-style-type: none"> • Observations of individual and group activities • Complete revision and test sheet made by teacher 	<ul style="list-style-type: none"> • Classroom teacher • Sub-school Principal
SCIENCE	<ul style="list-style-type: none"> • Checklists 	<ul style="list-style-type: none"> • End of unit work • Ongoing 	<ul style="list-style-type: none"> • Observations of children in group situations • Partner work 	<ul style="list-style-type: none"> • Classroom teacher



- organise discussions of relevant documentation
- develop networks for disseminating and sharing information
- encourage workshop attendance and feedback
- rotate facilitator responsibilities



13



- **organise discussions of relevant documentation**

A second strategy to encourage familiarity with a range of assessment methods is to appoint an assessment facilitator.

An assessment facilitator can take responsibility for organising discussions of relevant documentation and for developing networks for disseminating and sharing information.

- **develop networks for disseminating and sharing information**

For example, at A B Paterson in Queensland the assessment facilitator takes five minutes of each staff meeting to pass on assessment information: anything of interest from a particular assessment task to a web site, a CD-ROM, or a newsletter.

- **encourage workshop attendance and feedback**

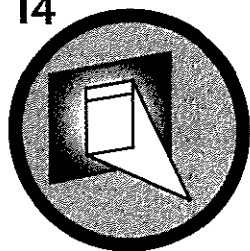
The facilitator can encourage planned attendance at workshops and organise feedback for staff.

- **rotate facilitator responsibilities**

Facilitator responsibilities can be rotated through the year or shared by a committee.

- provide Department-supplied resource materials
- provide commercially produced support materials
- build a library of assessment tasks





- **provide Department-supplied resource materials**

A third strategy for encouraging the use of a range of assessment methods is to provide resource materials and make sure that they are easily accessible. These can be Department-supplied materials or...

- **provide commercially produced support materials**

...commercially developed support materials of both a general and specific kind. For example, general support materials produced by Curriculum Corporation and ACER — using the National Profile materials or ARK — and specific assessment materials which report achievement along a progress map, like the ACER literacy and numeracy DART tasks.¹

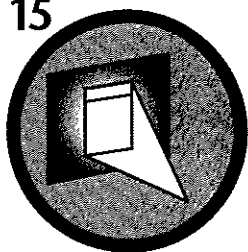
- **build a library of assessment tasks**

Some schools encourage the development of a library of assessment tasks that teachers in the same Year level or same subject area can share. These tasks are not of an isolated activity sheet kind, but are curriculum embedded. A group of Year 5 ACT teachers, for example, has developed a range of thematically related assessment tasks for all learning areas. These tasks are embedded in the thematic context provided by the DART materials which are used in the ACT for state monitoring of student achievement. Using this large bank of shared tasks teachers are able to embed the ACT assessment requirement in a richer curriculum and assessment context.

¹ The *Developmental Assessment Resource for Teachers* (DART) is a set of thematically related assessment materials for classroom use. DART Middle Primary English, for example, provides reading, viewing, speaking, listening, and writing tasks around a myths and legends theme. The tasks address learning outcomes from the national English profile and report student achievement along progress maps aligned with the national profiles on which State/Territory frameworks were based.

- facilitate whole-school discussion
- explore portfolio models
- explore practical considerations





The final strategy for systematically focusing on assessment methods is to investigate portfolio implementation. Although portfolios are described as one of the five developmental assessment methods, it is clear that this method is of a different order from the other four. You could, for example, have a portfolio of paper and pen assessments, of products, or projects, or a combination of assessments. And there are different kinds of portfolios for different purposes. Investigating portfolio possibilities focuses attention on key issues in assessment.

• facilitate whole-school discussion

A good starting point is to facilitate whole school discussion of the possibilities. For what purpose might we want to use portfolios? Do we want to showcase what students can do? Do we want to pass a portfolio of work on to the teacher of the next year level? Do we want to use portfolios to encourage students to select evidence of their own achievement and monitor their own growth? The experience of one New Zealand school is interesting to reflect on. In this school the principal encouraged portfolios use throughout the school. The initial intention was to provide parents with evidence of what their children could do—a showcase of the best of student work. Then teachers had the idea that the portfolio could move with the student to the next year level and provide the teacher with an understanding of each student's level of achievement. They found, however, that the showcase portfolio was not useful for this purpose because the work included had been revised and polished to such a degree that it no longer reflected what students could do except with support. They needed to rethink the evidence to be included in the portfolio now that it was to serve a different purpose.

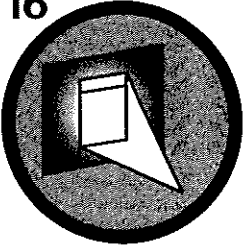
• explore portfolio models

The ARK materials explore three models for portfolio assessment—each serving a different purpose. Working portfolios, where the focus is on student ownership, and self reflection; documentary portfolios which include drafts and final pieces of work and where the focus is on assessment, and show portfolios which are limited collections of the best of student work.

Portfolio design stage	Portfolio design strategies
Deciding portfolio purpose	<ul style="list-style-type: none"> • Describe the assessment purpose of the portfolio. • Describe the instructional purpose of the portfolio if there is one. • Review these descriptions against important curriculum objectives and progress map outcomes for the learning area.
Deciding portfolio content	<ul style="list-style-type: none"> • Describe the kinds of evidence. • Describe the range of evidence. • Review these descriptions against the progress map outcomes for the learning area.
Deciding portfolio selection	<ul style="list-style-type: none"> • Describe the portfolio selection procedure. • Describe the portfolio management system. • Review these descriptions against the portfolio purpose and the progress map outcomes for the learning area.
Deciding what will be assessed and the assessment criteria	<ul style="list-style-type: none"> • Decide the assessment focus—whole portfolio or individual entries. • Describe the assessment criteria. • Ensure the criteria are clear and easily communicated. • Ensure the criteria don't favour a particular gender or cultural group. • Review these descriptions and criteria against the portfolio purpose, the progress map outcomes for the learning area.
Deciding a method for estimating and reporting locations on a progress map	<ul style="list-style-type: none"> • Describe the method for estimating locations on a progress map. • Describe the method for reporting locations on a progress map. • Review these descriptions against the portfolio purpose and audience.

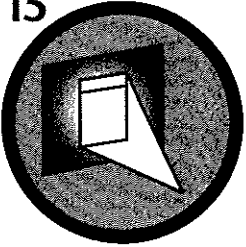


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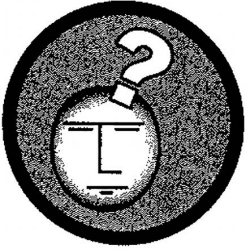
This overhead comes from the back of the ARK *Portfolios* magazine and provides a summary of the portfolio design process. You can see how through this process all steps in developmental assessment are considered.

15



• **explore practical considerations**

Finally, in considering portfolio assessment, it is also important to explore practical considerations, particularly of storage. There are many ways portfolio storage can be managed, from milk crates stored in the classroom, which move from year to year with students, as they do in Toronto, Canada, to coat racks of plastic hanging folders which are kept in a storeroom and wheeled out when needed, as at Goulburn Primary School in Tasmania.



GROUP DISCUSSION 15-20 minutes

Let's spend a few minutes reflecting on what's been discussed in this workshop session.

Does the range of assessment methods you use provide evidence about the full range of learning outcomes described in your curriculum frameworks?

What steps could be taken in your school to reduce the assessment burden on individual teachers?

How useful would portfolios be in your setting?

FREQUENTLY ASKED QUESTIONS AND SUGGESTED RESPONSES

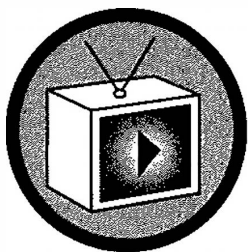
Portfolios sound like a lot of work. Is it possible to develop a portfolio that serves all purposes?

It is possible to develop a portfolio system that serves all purposes. For example, students could keep a working portfolio which includes responses — draft and edited, and self-reflections — to standardised tasks designed specifically for assessment. Assessments of these tasks would be recorded by the teacher for later reporting purposes. At the end of a given period of time, students could select the best of their work to put into a show portfolio.

Break here for 20-30 minutes.

SECTION 3

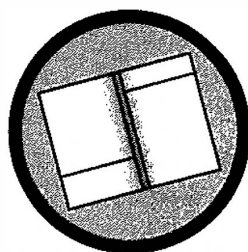
JUDGING AND RECORDING



Show the videotape section 'Judging and Recording'.

19:18 minutes—26:05 minutes

Stop the tape when the title 'Estimating Attainment' appears.



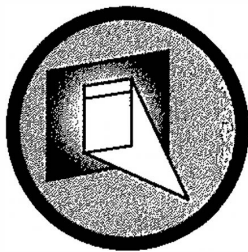
Introduce the discussion.

Once we have collected evidence of student achievement, the next step in Developmental Assessment is to judge and record the quality of student work. This section of the video introduced a range of judging and recording methods—from anecdotal observations of student achievement, to ratings of student work completed under test conditions.

There was also some discussion of biases and errors commonly associated with judgements of student work. Others which were not discussed include 'prejudging'—when a teacher's judgement of a student's performance is influenced by their prior expectation; and the 'halo effect'—when a teacher's assessment of one aspect of a student's performance is influenced by their assessment of other aspects of the student's performance. (See *ARK Developmental Assessment* pp. 36-38 for further detail.)

Different methods for judging and recording student achievement will be more or less appropriate depending on the purpose and context of the assessment. For example, in high stakes contexts, where comparability of assessments is crucial, student work is more likely to be judged using professionally developed marking guides and trained assessors.

17



· sharing ideas about judging and recording

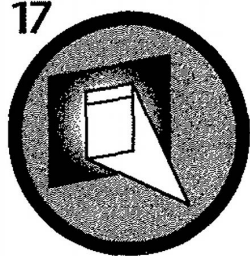
One way of expanding understandings of judging and recording issues is to facilitate whole school or learning area discussion and to share ideas.

Colin Connor from Cambridge, who you saw on the video, tells an interesting story to illustrate how whole school discussion can expose different understandings.

Colin observed a discussion about the quality of writing work samples in a primary school. A group of teachers made judgements of a piece of work in turn. The first two teachers agreed that the work was of Level 2 quality, the third teacher thought the work well below that standard. There were no full stops, for example. Yes there are, said the first two teachers, lots of them, the size of golf balls. The third teacher, because he had no experience of early writing, had not recognised these full stops. They were so large he thought they must have been crossings out.

- sharing ideas about judging and recording
- supporting teacher participation in workshops/projects
- developing a school portfolio of work samples





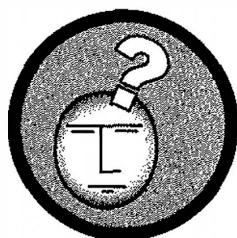
· supporting teacher participation in workshops/projects

Another way of expanding understandings is to support individual teacher participation in workshops and/or research projects to do with judging and recording student achievement. Teachers who attend workshops or who participate in projects can then share what they have learned with others. Planning a structured professional development program can facilitate this feedback.

· developing a school portfolio of work samples

A final method for focusing attention on judging and recording issues is to develop a portfolio of a different kind from the ones we spoke about earlier.

This portfolio, for teacher use, contains annotated work samples which illustrate levels of achievement in a learning area. The work samples in the shared portfolio provide teachers with a reference point for their own judgements.



GROUP DISCUSSION 15-20 minutes

Let's spend a few minutes reflecting on what's been discussed in this workshop session.

What challenges do these ideas raise for you in your practice?

Do teachers in your school have a shared understanding of levels of attainment?

What strategies could be put in place to facilitate these understandings?

FREQUENTLY ASKED QUESTIONS AND SUGGESTED RESPONSES

How do you make a judgement of a student's level of achievement based on portfolio work samples that have been collected over a period of time?

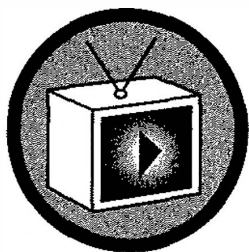
It is really important that each piece of work in a portfolio is dated. You could use work collected over a period of time to illustrate a student's growth in an area of learning. But you would need to make a period-of-time assessment of a student's level of attainment based on recent work only.

- facilitate discussion of ‘on-balance’ and ‘best-fit’ judgements
- use professionally developed materials which provide estimated levels of attainment



SECTION 4

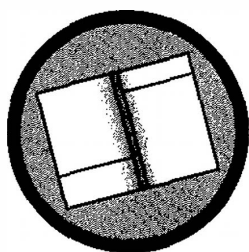
ESTIMATING ATTAINMENT



Show the videotape section 'Estimating Attainment'.

26:05 minutes—28:47 minutes

Stop the tape when the title 'Reporting' appears.



Introduce the discussion.

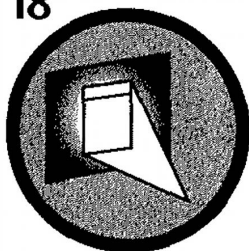
Once you have collected your evidence of student achievement, and made judgements about the quality of the evidence, the next step in developmental assessment is to use this evidence to estimate a student's level of attainment on a progress map.

In this section of videotape you saw people discussing ways of making on-balance or best fit judgements of a level of attainment. These judgements will always need to be on-balance for two reasons.

Firstly, a progress map describes typical growth and the idiosyncratic growth of each individual is unlikely to be described exactly on a progress map. A judgement must be made about the best match between the evidence of individual growth and the descriptions of typical growth.

Secondly, students will rarely perform at the same level on every task they complete. Over five pieces of work, for example, a student might achieve Level 2, Level 3, Level 3, Level 4, Level 3. An 'on-balance' judgement needs to be made across these pieces of evidence.

18



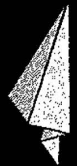
· facilitate discussion of 'on-balance' and 'best-fit' judgements

There are two kinds of on-balance or best-fit judgements that need to be made. Sometimes judgements of pieces of similar evidence are required. For example, a judgement might be made of three pieces of writing. If all three pieces are assessed at Level 3, then the best overall estimate of that student's level of attainment in writing is Level 3. If, on the other hand, only one of the three pieces is assessed at Level 3, and the other two are assessed at Level 2, then the best 'on-balance' estimate of that student's level of attainment in Writing is Level 2—but perhaps upper Level 2 given that one of the pieces was assessed at Level 3.

Sometimes best-fit judgements are required across a range of different kinds of evidence. For example, a teacher might estimate a student's level of attainment in Number from the student's responses to a professionally designed test, from the teacher's anecdotal records of the student's response to focused questions, and from a problem solving work sample.

Form A

Chance and Data

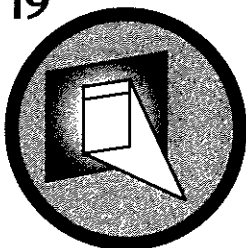


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- 1

- 17 Interprets data grouped into class intervals to identify a maximum allowable value.
- 16 Uses a complex timeline to calculate a time interval. Recognises that in summarising data, a level of detail is lost (eg a tally sheet shows only a count, not the order of events).
- 15 Interprets information from a complex timeline.
- 14 Constructs a bar graph on a grid where the values lie between marked scale intervals.
- 13 Chooses from a list the event which is a certainty, using data provided in a table.
- 12 Interprets details of a bar or column graph by referring to information on a chart.
- 11 Uses data in a simple tally sheet or table to investigate relationships (eg A occurred 3 times as often as B).
- 10 Judges the most likely event from a small range of possibilities.
- 9 Sorts data using given criteria (eg in order of mass).
- 8 Re-displays simple pictorial data given an example.
- 7 Locates data in a tally sheet or diagram.
- 6 Reads information from a simple table.

Level 2 Level 3 Level 4 Level 5





Another strategy is to

- use professionally developed materials which provide estimated levels of attainment

For example, ACER's DART materials contain report forms which provide estimates of students' levels of attainment based on their scores on DART tasks.

This report form comes from the DART upper primary mathematics kit. The kit is based on a maths at the zoo theme and contains materials for the assessment of students' number, measurement, space, chance and data skills. This is the report form for 'chance and data'.

To the left of the form are the possible scores a student can obtain on the DART chance and data set of tasks. In the centre of the form is a description of increasing levels of achievement in chance and data. The skill which students find easiest to demonstrate is at the bottom of the picture. The skill they find most difficult to demonstrate is at the top of the picture.

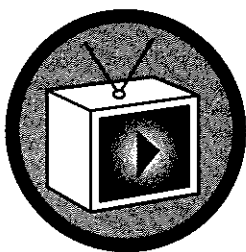
Using this report, a teacher would circle a student's score on the chance and data assessment tasks, for example a score of 10. The text just below a score of 10 is the description, 'Interprets details of a bar graph or column graph by referring to information on a chart'. This is an example of the kind of skill that a student with this score has a reasonable chance of demonstrating. Skills listed below this level are more likely to be demonstrated; skills above this level are less likely to be demonstrated. By referring to the levels shown on the right of the report a teacher can interpret a student's DART chance and data score in terms of the levels of the mathematics profile. A student with a score of 10, for example, is estimated to be achieving at Level 3 of the profile.

Move straight on to Section 5 'Reporting' unless participants are in need of a break.

- discuss reporting models with a view to adopting or adapting one
- develop a staged introduction for parents

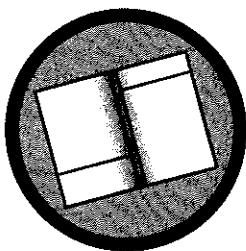


SECTION 5 REPORTING



Show the videotape section 'Reporting'.

Start 28:47



Introduce the discussion.

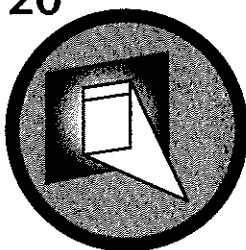
We've now explored the first four steps in developmental assessment:

- using a progress map;
- using a range of assessment methods;
- judging and recording student achievement; and
- estimating students' levels of attainment.

The final step in Developmental Assessment is to report student achievement.

In Developmental Assessment student achievement is reported descriptively and graphically against the outcomes and levels of a progress map. You saw some examples of the ways in which student achievement is reported on the video.

20



In this session we are going to discuss two strategies for facilitating the reporting of student achievement against a progress map—discussing, at whole school level, reporting models with a view to adopting or adapting one, and developing a staged introduction for parents.

There are many models of Developmental Assessment reports. For example, most state and territory assessment programs in Australia produce student reports based on the Developmental Assessment model. Many schools also have shifted from purely normative reporting (A, B, C, D) to a model of this kind. In making this shift some schools develop their own model—others adopt or adapt a model developed elsewhere.



ACER

PRECONVENTIONAL

- Scribbling
- Pictures = meaning
- Pictures w/"words"
- Random letters
- Tells about writing

or

EMERGENT

- Copies names/words
- Pictures + print
- Mainly upper case
- Beginning/ending consonants
- Pretend reads writing

DEVELOPING

- Directional conventions
- Upper & lower case
- Uses some spacing
- Some letters based on sounds
- Reads own writing

BEGINNING

- Others can read
- Complete thoughts
- Punctuation experiment
- Inventive spelling
- Some words spelled correctly

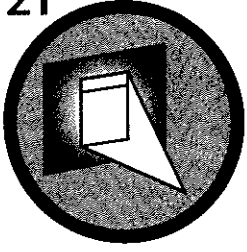
EXPANDING

- Awareness of spelling patterns/rules
- Capitals/periods
- Beginning/middle/end
- Add-on revision
- Begins to write fluently

NAME	BMTYZ = WORD	WD or YD = WORD	WRD = WORD	WERD = WORD	WORD = WORD
1 Karley A.	9/92		1/93 →		
2 MacKenzie B.	9/92 1/93				
3 Paul B.	9/92 ←	1/93			
4 Zach C.	9/92	1/93			
5 Lucas C.	9/92 1/93				
6 Win D.		9/92.	1/93		
7 William D.	9/92 1/93				
8 Tiffany E.			11/92	2/93	
9 Clayton H.		11/92 →			
10 Nicole H.		12/92	1/93		
11 Julie H.	9/92 2/93				
12 Molly J.	9/92 1/93				
13 Kirstin L.		9/92	2/93		
14 Michelle M.			9/92.	2/93	
15 J. J. M.	9/92 / 2/93 no growth				
16 Robbie O.	9/92 2/93				
17 Adrian S.	9/92			2/93	
18 Ryan S.	9/92		2/93		
19 Patrick S.	9/92		2/93		
20 Alex W.	9/92		2/93		

w/help

21



This overhead shows a report from a Seattle teacher's record book. Reports at this school were based on First Steps work in Australia. Five levels of the progress map against which teachers report writing achievement are shown across the top of the report. The levels have been given names: preconventional, emergent, developing, beginning, expanding. The typical features of writing at each level are described in dot points. The students' names are listed down the left-hand column.

The first reporting period was in September 1992. For each student, the teacher has marked that date at the students' level of achievement. The second reporting period was January/February 1993. Again, for each student, the teacher has marked that date at the students' level of achievement. Where the student is almost at the next level of achievement the teacher has drawn an arrow.

It is easy to see an individual student's growth on this kind of report. Student 15, for example has made little progress in writing—the teacher has written 'no growth'. You also can see the range of student achievement within the class.



STANLEY ELEMENTARY, FIRST GRADE PROGRESS REPORT

Name _____

Reading Stage PRECONVENTIONAL

- Beginning concepts about print; book holding, turns pages correctly, shows start and end of book.
- Recognizes own name and familiar names.
- Recognizes familiar words in context (McDonalds, EXIT...).
- Knows some letter names.
- Focuses on pictures.
- Responds to literature (smiles, claps, listens intently).
- Chooses books and has favorites.

Ages 4-6 Grade K

Reading Stage EMERGENT

- Notices environmental print.
- Begins to focus on print but uses illustrations to tell story.
- Knows most letters and some sounds.
- Able to memorize pattern in familiar books.
- Demonstrates awareness of titles.
- Can match voice to words one-to-one.
- Predicts a word left out in a familiar sentence.
- Participates in choral reading songs and poems.
- Recognizes rhyme.
- Can retell material read by adult.
- Longer attention span when listening to books.

Ages 5-7 Grades K, 1

Reading Stage BEGINNING

- Sees self as reader.
- Relies on print more than illustrations for meaning.
- Uses illustrations, sentence structure and context to read.
- Recognizes familiar high frequency words in isolation.
- Reads books with predictable patterns with initial prompting.
- Selects own books to read.
- Some awareness of author and illustrator.
- Begins to use confirmation strategy.
- Responds to literature through drama, art, discussion.
- Can retell main ideas of text.
- Can attend to book for increasing amount of time.

Ages 5-8 Grades K, 1, 2

Reading Stage DEVELOPING

- Reads simple and/or predictable text.
- Begins to use reading strategies for decoding.
- Understands use of punctuation when reading aloud.
- Begins to correct miscues of text that don't make sense.
- Chooses to read a variety of books and other texts.
- Able and willing to write about book.
- Can retell the plot, characters, and events in simple stories.
- Concentrates on reading for longer period of time.

Ages 6-9 Grades 1, 2, 3

Date _____

Classroom Teacher _____

Specialist Teacher _____

Parent / Guardian _____

Please sign and return

Please sign and return

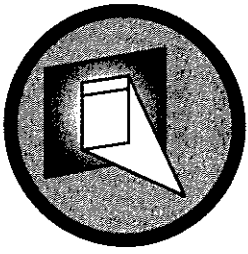
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Workshop Overhead for photocopying

ACER

REPORTING

22



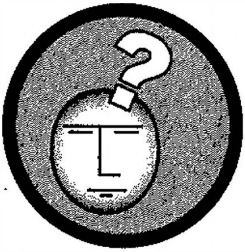
The second report comes from Stanley Elementary school, Seattle, Washington. This is a reading report for first grade students. The first four levels of the progress map against which all teachers in the school report reading achievement are shown across the top of the report. The levels have been given names: preconventional, emergent, beginning, and developing. The typical behaviours of students reading at each level are described in dot points. To provide parents with some information about the performance of their child in relation to the performance of other students of the same age and grade, the report indicates typical expectation under each level. For example, students in Grade 1 are typically achieving at emergent, beginning and developing levels.

A teacher sends this report home to parents/guardians three times in one year. On the first and second occasion the report is signed and returned to the school.

A teacher completes the report by highlighting with a marking pen the behaviours the student demonstrates. For example, a student may demonstrate almost all of the preconventional behaviours, some of the emergent behaviours and a few of the beginning behaviours. The teacher then makes an on-balance judgement of the student's level of achievement and marks this level in the tram tracks at the top of the report. For each reporting period the teacher uses a different coloured pen, clearly illustrating a student's growth.

Both of these reports were developed for use at primary school level. However, the principles underpinning them could be used in the development or adaptation of reports for other learning areas and at other levels of schooling.

When schools shift to reporting in this way it is helpful to develop a staged introduction. For example, some schools initially develop reports based on progress maps for a few curriculum areas only. Other schools introduce new reports to parents through a structured program. At AB Paterson in Queensland, parents were sent traditional reports and introduced to Developmental Assessment reports at parent teacher interviews where the advantages of these reports could be discussed. Providing parents with two reports during a transition phase was seen as necessary and useful.



GROUP DISCUSSION 15-20 minutes

Let's spend a few minutes now talking about our current reports. How useful are they? Do they provide parents with the kinds of information they require? What are the advantages or reports based on progress maps? How could we move towards developing reports of this kind?

CONCLUSION

There are a number of ways in which this workshop could be concluded.

Individual participant's reflection:

Write down the one thing that you have learned that could change your assessment and reporting practice.

If participants come from different schools...

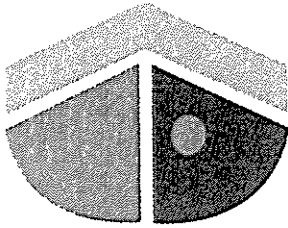
Write down two things you are going to do when you return to your school to facilitate the implementation of developmental assessment principles.

If participants are from the same school...

Write down the two strategies that you think need to be employed in this school to promote improved assessment and reporting practices.

What workshop would you like to see organised next to improve assessment and reporting practice at this school?

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The assessment of student learning is an important aspect of every teacher's professional work.

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