

Ready, Set, Assess!

AUSTRALIAN CURRICULUM - LANGUAGES



Professional Learning Program

Assessment is the ongoing process of designing, gathering, analysing, evaluating and reflecting on evidence of student performance. We use assessment to make informed choices and consistent judgments about learning, for ongoing planning, and to convey effective feedback and information to students, parents and others. Languages teachers know and use a range of assessment approaches and processes, and select these to fulfil a range of purposes for diverse learners and learning contexts in which we work. (AFMLTA, 2018)

The following is a suggested approach to assessment for teachers of Languages. It is based on the AFMLTA's Ready, Set, Assess! Professional Learning Program:

1.

Work with a colleague or group of colleagues.

2.

Together, review Module 3: Part A of Ready? Set? Assess! (RSA): Establishing Principles for Engaging with Assessment Tasks and Student Work Samples.

3.

Use the set of resources in RSA Module 3 to begin to plan an assessment task suitable for use in your school.

4.

- a. Identify the language, pathway, sequence of learning and band or year level.
- b. Describe your context of teaching and your learners.
- c. Identify prior learning and levels already achieved.
- d. Briefly describe the task and its purpose.
- e. Indicate the resources needed (if any).
- f. Identify the learning required to lead up to students completing the assessment, including the content descriptions and aspects of the achievement standard in focus.
- g. Identify the intercultural learning needed to complete the task.
- h. Consider how the learning fits in your module/unit and long-term plans.
- i. Identify the format you will use for the task. The layout, visual cues, design, format and choice of words all work together to clearly define what a student needs to do.
- j. Identify the marking approach.

5.

Work together with your colleague/s to design a task.

6.

Use the Principles for Evaluating Samples: Tasks from Module 3 Part A to reflect on the task.

7.

Adjust the task as required.

8.

Collaboratively prepare a marking guide (e.g. rubric, criteria sheet, etc.) that identifies the valued features of the task.

9.

Implement with students.

10.

Moderate work samples together with your colleague/s.

11.

After implementing with students, make any relevant adjustments to the task for future use.

12.

Reflect on student achievement to plan for targeted teaching and further learning.

13.

Provide feedback to students about:

- their level of achievement
- what they do and do not understand, and
- possible goals for future learning.

RESOURCES:

1. [AFMLTA Professional Standards for Accomplished teachers of Languages, 2005](https://pspl.afmlta.asn.au)
2. [AFMLTA Ready Set Assess Resources, 2018](https://afmlta.asn.au/content/resources/readyssetassess-resources)