

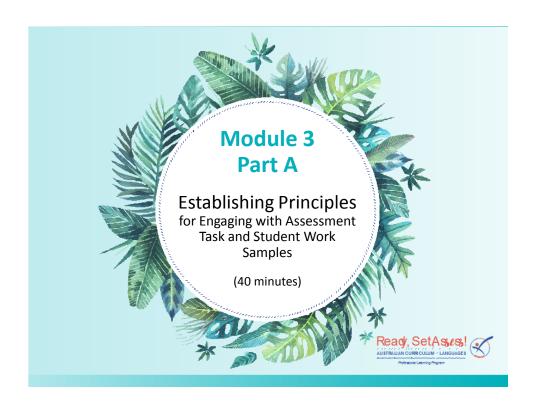


Aims of Module 3

 Establish principles for exploring a range of sample assessment plans, tasks and student work samples, across languages and Year levels

 Participate in collaborative evaluation of examples, considered against a set of principles and guiding questions

 Prepare for planning and development of own assessment tasks, to trial in classrooms and gather student work samples, for sharing in Module 4 webinars







Principles for Evaluating Samples: Tasks

Contextual information is clear

- How rich a description of CONTEXT is provided?
- What additional information do you need to know?
- What further information would be useful?
- What does it tell us about the learner(s)?
 - prior learning, background, special needs, etc

Links to the program and planning are clear

- Is there evidence of how the task is situated in a program or plan?
- Where and how does assessment occurs in this plan?





Principles for Evaluating Samples: Tasks

Task description is clear

- How rich a description of the task is provided?
- What additional information do you need to know?
- What further information would be useful?
- What does it tell us about the level of challenge?
- What scaffolds and resources are available for learners?
- Are these scaffolds and resources identified?
- What previous learning led to this task/process/activity?
 What does it build on?







What is being assessed is clear

- Is it linked to AC Content Descriptions, Achievement Standards?
- Which strands and sub-strands of content are evident?
- What modes and macroskills are involved?
- Does it appear to assess what it sets out to do?

How the task is to be assessed is clear

- Is there an assessment rubric or other information about how the task will be assessed?
- Are there assessment criteria- for students/teachers?
- · How is performance to be judged? Can you tell?
- What feedback process to students is evident (comments, grade, mark, tick-box rubric, etc)?





Principles for Evaluating Samples: Tasks

The work sample tells us something about the learner

- What do we know about the learner from the sample?
- What issues may this learner need to be addressed?
- What follow up learning is needed for this learner?

The work sample provides clear evidence of intended learning

- Does the work sample exemplify the task described?
- What learning does the sample evidence?
- What does the sample tell us in relation to the Achievement Standard?
- How well can the sample be assessed against the marking criteria?





Evaluating Assessment Tasks and Work Samples

Guiding questions

- Which of the statements in the Achievement Standard are relevant to the task?
- Which of the statements in the Achievement Standard are relevant to the work sample?
- Are they the same?
- How does the sample (evidence) relate to the Achievement Standard- below, at or above the standard, in your judgment?
- Is there evidence in the task or work samples that indicates achievement NOT described in the task OR the Achievement Standard?
- Is there evidence of additional parts of this AS or others in the task or samples?



Evaluating Assessment Tasks and Work Samples

Guiding questions

- Are there missed opportunities in eliciting/scaffolding for evidence of achievement in the task?
- Reflecting on the ASs, the task and the work sample(s), what else might have been included in the task to
 - Enrich the student work as a sample of evidence
 - Indicate achievement in the Communicating sub-strands
 - Indicate achievement in the Understanding sub-strands?
- · How enjoyable do you think this task is for students?
- How well does the task work as one of several portfolio tasks?
- · Other ideas?



Reflection: Principles for Evaluating Samples

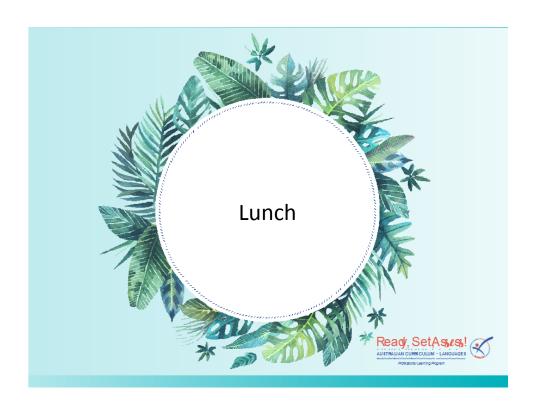
Discussion

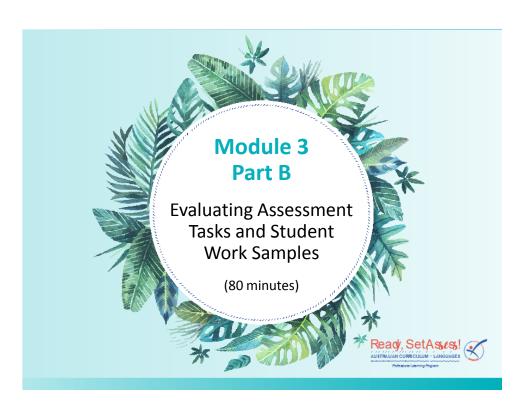
- At your table, discuss the principles and guiding questions outlined for evaluating the samples
- Do these provide a suitable guide for evaluation?
- Are there other principles, approaches or questions you would like to add to these?
- Share your reflections and suggestions with the group
- You may wish to modify your responses as you work with the samples, so keep a record of any additional questions or principles



Module 3 Part A - Reflection: Evaluating Assessment Tasks and Work Samples

- Use the remaining time before the lunch break to link to the set of assessment tasks and student work samples
- You may wish to work alone, or to work in a small group (no more than 4 people)
- Identify which of the samples you would like to evaluate
 - Aim for four different tasks and related student work







Evaluating Tasks and Work Samples

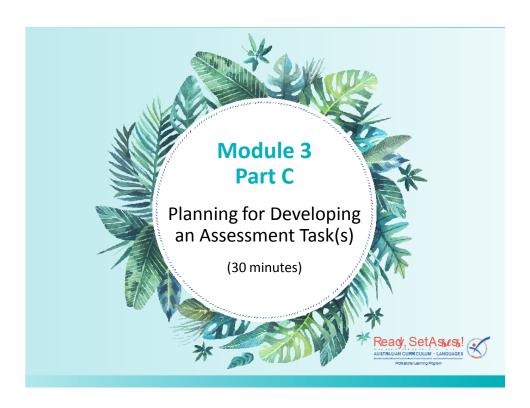
- Work on your own or with a small group to evaluate the assessment tasks and student work samples
- Use the principles and guiding questions to evaluate the samples
- · Aim to evaluate 4 different tasks and related student work
- Record your evaluation on the template provided, to assist with reporting back, and developing your own tasks
- There will be a short reporting back session to compare evaluations at the end of this session



Module 3 Part B - Reflection and Reporting Back

Group discussion

- What have you learned from evaluating these samples?
- Explain to the group your evaluation of one task and related work samples
- What ideas will you take from this evaluation to your own practice?





A Portfolio Approach: Australian Curriculum

- ACARA has adopted a portfolio approach to presentation of assessment tasks and work samples below, at and above the Achievement Standard
- Portfolio includes annotated samples of student work, no predetermined number, and presented in no particular order
- ACARA is in the process of developing portfolios of work samples for languages
- Should not be confused with the classroom portfolio assessment
 - the ACARA portfolio should not be replicated by the classroom teacher as evidence of students meeting the Achievement Standard
 - ACARA work sample portfolio usually addresses the full AS, but is only providing
 examples of a few tasks and examples of work- classroom portfolios will include
 more, and iterations of tasks that address each part of the AS, in different ways





Any subjects published prior to 2016 will not be found in this resource. English, Mathematics, Science and History work samples can be found as PDF documents below the year level achievement standards in each learning area.

About work sample portfolios

Each portfolio demonstrates student learning in relation to the achievement standard. When publication is completed for all learning areas, three portfolios will be available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The interactive format allows teachers to compare work samples at different levels of achievement to assist them make their judgements.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no predetermined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved...







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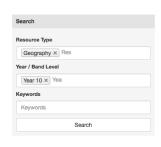
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The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student. The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.



Search Results



9 matches found

Showing 1 to 9 of 9 results.

Geography - Above satisfactory - Year 10

This portfolio of student work shows that students can use some research to develop and modify geographically significant questions to frame an inquiry (WS1). They evaluate a range of secondary... read more



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This portfolio of student work shows that the student can use some research to develop and modify geographically significant questions to frame an inquiry (WS1). The student collects and evaluates... read more









Geography

Year 10 Satisfactory

☐ Download PDF

Portfolio summary

This portfolio of student work shows that students can use some research to develop and modify geographically significant questions to frame an inquiry (WS1). They evaluate a range of secondary sources to select relevant geographical data and information to answer inquiry questions (WS1). Students collect, record and accurately represent geographical multi-variable data in appropriate forms including graphs, tables and maps, which conform to some cartographic conventions (WS1,2). They recognise some of the significant interconnections between people, places and environments (WS1,2) and identify changes in the characteristics of places and environments over time (WS2). They analyse data and information, make some basic inferences (WS1,2) and identify threads and anomalise across time and place (WS2). Suterists evaluate data and information, synthesising and communicating their findings in appropriate formats using geographical terminology (WS1,2).

Work Sample 1
Research assignment: Wellbeing indicat...



Work Sample 2
Data analysis: Human wellbeing



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Curriculum version: 8.2







Work sample portfolio summary

English

Year 2 low satisfactory

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no predetermined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Onlinens expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.



THIS PORTFOLIO: YEAR 2 ENGLISH

This portfolio provides the following student work samples:

Sample 1 Text connection: *The Deep*Sample 2 Narrative text: Cat and rabbit
Sample 3 Reading aloud: *Amy's Song*

Sample 4 Written report: Excursion to Kings Park

Sample 5 Digital presentation: Emus
Sample 6 Descriptive poem: Mixtures

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student uses a variety of text processing strategies to read (WS3), retrieve literal information (WS1, WS5), make inferences and find the main idea in a text (WS1). The student creates written and multimodal texts for specific purposes and audiences (WS2, WS4, WS5, WS6), drawing on knowledge of grammar, vocabulary and punctuation (WS2, WS4, WS5, WS6). The student creates texts exploring sound and word patterns (WS6). The student attempts to spell high-frequency sight words and to use sound-letter knowledge to spell new words (WS1, WS2, WS4, WS5).



English

Year 2

Text connection: The Deep

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and selfcorrect using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic count nations.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.



Summary of task

After reading *The Deep* by Tim Winton, students were asked to consider how it connected with another text they had read. They were asked to:

- identify the key ideas in The Deep
- identify another text that connects with The Deep
- identify the connections between the two texts.

Students had previous lessons on making connections between texts. They had access to library resources and copies of *The Deep* to use as they worked.



English

Year 2 Below satisfactory

Text connection: The Deep

What was the text 'The Deep' by Tim	Why do these texts connect?
Winton about?	heraws A Alex
Alice learns to	dasn't no hat
Sivma pot	tive and grag
at the end	teans to rink
Alice Wasi't skel	and Alice leans
of the deep.	to SIWM in the.
Can you think of another text that	
connects with 'The Deep'?	
Gran learns torced	

Annotations

Names a familiar text that connects with an aspect of the text

Answers questions using sentence fragments, for example, 'because Alice doesn't'.

Makes connections between two texts describing literal meanings, for example, 'Grug learns to read and Alice learns to swim'.

Spells some frequently used words accurately, for example, 'because', 'the' and uses knowledge of letters and sounds to attempt to spell words, for example, 'sked/scared', 'ha/how'.

Writes a single sentence summary outlining the main idea of a story heard in class, for example, 'Alice wasn't scared of the deep'.





Planning for Developing Your Own Tasks

Use the set of resources in this program to begin to plan an assessment task suitable for an ACARA work sample portfolio

Use the template provided

- · Identify the language, Band or Year level, pathway and sequence
- Explain your context of teaching, and your learners
- Identify prior learning and levels and achieved ASs if possible
- · Briefly describe the task
- · Indicate the resources needed, if any
- · What is the learning involved?
 - What is the main language learning?
 - · What is the intercultural learning?
 - · How does the learning fit in your module and long term plans?
- What format will you use for the task?
- · What marking approach and resources will you use?





Preparing for Module 4: Language-specific webinars

Webinars will be held for the following languages:

- Chinese
- French & German
- Indonesian
- · Italian & Spanish
- Japanese

You do not need to register, just click the link to your preferred webinar time slot from the Ready,Set,Assess! page on the AFMLTA website.



Preparing for Module 4: Language-specific Webinars

Prior to the webinar, you will need to prepare a 4-slide Powerpoint presentation using a sample of student work from the assessment task you implemented with your students.

You will need to include information about:

- · The student
- The task
- The task curriculum links
- Work sample connections to the Achievement standards

This will be used for Collegiate Moderation Discussions with colleagues from across Australia teaching the same language/s.

Please use the **Powerpoint template** available from the Ready, Set, Assess! page on the AFMLTA website and email it to PL@afmlta.asn.au



Preparing for Module 4: Work Samples

The AFMLTA would like to be able to collect the Work Samples provided by teachers involved in this project.

To facilitate this process,we would need a consent form signed by you as the teacher as well as a form signed by the parent of the student.

Please use the **Consent Forms** available from the Ready, Set, Assess! page on the AFMLTA website and email these to <u>PL@afmlta.asn.au</u>



Module 3 Part C - Reflection

Use the reflection sheet to note:

- What you have identified as a suitable task to continue to develop
- What your next steps are for planning assessment to work with the AC:L
- Which resources and tools will be most useful to you in working towards Module 4 webinars





