Unit 7: Assessing and Reporting Achievement of Outcomes

Study Guide
The assessment and certification authority for academic credit is the
Papua New Guinea Education Institute
PO BOX 1791, BOROKO, NCD, PNG.

The In-service Units have been developed with the support of
AusAID under the Curriculum Reform Implementation Project.

For further information about the units contact the
Teacher Education and Staff Development Division.
## Unit 7: Assessing and Reporting Achievement of Outcomes

### Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary's Message</td>
<td>iv</td>
</tr>
<tr>
<td>How to use the study guide</td>
<td>1-4</td>
</tr>
<tr>
<td>Unit introduction</td>
<td>1-15</td>
</tr>
<tr>
<td>- The Context</td>
<td></td>
</tr>
<tr>
<td>- Duration</td>
<td></td>
</tr>
<tr>
<td>- Prerequisites</td>
<td></td>
</tr>
<tr>
<td>- Learning tips</td>
<td></td>
</tr>
<tr>
<td>- The learning model</td>
<td></td>
</tr>
<tr>
<td>- Resources</td>
<td></td>
</tr>
<tr>
<td>- About this unit</td>
<td></td>
</tr>
<tr>
<td>-- The context</td>
<td></td>
</tr>
<tr>
<td>- Unit learning outcomes</td>
<td></td>
</tr>
<tr>
<td>- The modules</td>
<td></td>
</tr>
<tr>
<td>- References</td>
<td></td>
</tr>
<tr>
<td>Module 1: Assessment is integral to teaching and learning</td>
<td>1-54</td>
</tr>
<tr>
<td>Module 2: Are we accurately assessing student learning?</td>
<td>1-64</td>
</tr>
<tr>
<td>Module 3: Are we accurately interpreting, recording and reporting student learning?</td>
<td>1-50</td>
</tr>
<tr>
<td>Module 4: Implications for our practice</td>
<td>1-20</td>
</tr>
<tr>
<td>Unit Summary</td>
<td>1-3</td>
</tr>
<tr>
<td>Where to go from here?</td>
<td>1</td>
</tr>
<tr>
<td>Accreditation and Certification</td>
<td>1-11</td>
</tr>
<tr>
<td>- The Context</td>
<td></td>
</tr>
<tr>
<td>- Some definitions</td>
<td></td>
</tr>
<tr>
<td>- Ways this unit can assist you</td>
<td></td>
</tr>
<tr>
<td>- Accreditation requirements</td>
<td></td>
</tr>
<tr>
<td>- Certification requirements</td>
<td></td>
</tr>
<tr>
<td>- Self-assessment of progress</td>
<td></td>
</tr>
<tr>
<td>Learning Contract</td>
<td>1-8</td>
</tr>
<tr>
<td>Final Steps</td>
<td>1-2</td>
</tr>
</tbody>
</table>
Secretary’s message

The Papua New Guinea Department of Education’s In-service Management Plan 2001-2005 sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.

Dr. Joseph Pagelio
A/Secretary for Education
How to use the study guide

There are a number of ways you can use this study guide:
- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

Option 1. School-based, cluster or district learning and development
This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the Head Teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the Accreditation and Certification section can be used for this purpose.

Option 2. Self-improvement
You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.
Option 3. Improve your qualifications
You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.
Study Pathway Planner for Improving Qualifications...

**Step 1**
Read pages 1-15 of *Unit Introduction*

**Step 2**
How do you want to study? Choose your path - is it to be
- Self-paced with or without a learning partner?
- In a group with a facilitator?
- Off campus face-to-face with an assessor?
- On campus face-to-face with an assessor?

**Step 3**
- External assessment
- Read pages 9 of *Accreditation and Certification* to see how to apply for external assessment

**Step 4**
Read detail of the *Learning Contract* (pages 2-8)

**Step 5**
Contact your local assessor and negotiate your learning contract

**Step 6**
Read *Final Steps*

**Step 7**
- Do you have access to the resources listed on pages 4-10 of *Unit Introduction*?
  - Yes
  - No
- Look for the documents, otherwise you cannot proceed with the unit
- You don’t need to collect them all at once, but only as you need them
- Your head teacher, inspector, in-service coordinator, reform coordinator or provincial materials supply officer may be able to help

**Step 8**
You are ready to start

When you have them, go to step 8
Unit Introduction

The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary’s Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and Indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through ‘elaborations’ of the outcomes. ‘Suggested activities’ are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.
In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term *colleague* is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

**Prerequisites**
There are no academic prerequisites for this unit.

**Duration**
It is likely to take you around 48 hours to complete all *the Learn, Do, Share and Reflect* activities in a unit.

**Learning tips**
Each module includes *learning, doing, sharing* and *reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-10. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005.

**The learning model**
The activities in this unit, using the learning model of *Learn, Do, Share and Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.
**Icons**

An icon is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

<table>
<thead>
<tr>
<th>Learn (Lainim)</th>
<th>Do (Wokim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find out more about</td>
<td>• Do tasks</td>
</tr>
<tr>
<td>• Use information to create knowledge</td>
<td>• Practise skills</td>
</tr>
<tr>
<td></td>
<td>• Apply new knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share (Tok tok wantaim)</th>
<th>Reflect (Tingim bek)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk to others about what you are learning</td>
<td>• Think critically about what you have learnt,</td>
</tr>
<tr>
<td></td>
<td>done and shared</td>
</tr>
<tr>
<td>• Discuss findings with a colleague, learning</td>
<td>• Think about changes to your practice</td>
</tr>
<tr>
<td>partner or group acting as a critical friend(s)</td>
<td>• Think about changes to your beliefs and</td>
</tr>
<tr>
<td>Learning in cooperation increases</td>
<td>attitudes</td>
</tr>
<tr>
<td>ability to learn.</td>
<td>Reflection helps to make meaning from what</td>
</tr>
<tr>
<td>Discussing and exploring what has been learned with</td>
<td>is being done, develop shared meaning and</td>
</tr>
<tr>
<td>colleagues help in constructing knowledge through</td>
<td>challenge ways of thinking and doing things.</td>
</tr>
<tr>
<td>seeing, hearing, doing, talking, refining and</td>
<td>Some reflective questions might be:</td>
</tr>
<tr>
<td>reflecting.</td>
<td>- what does this mean for my practice in my</td>
</tr>
<tr>
<td></td>
<td>current position?</td>
</tr>
<tr>
<td></td>
<td>- what are the implications for the group?</td>
</tr>
<tr>
<td></td>
<td>- what are the implications for the school or</td>
</tr>
<tr>
<td></td>
<td>my classroom?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources

Here is a list of resource texts for use with this study guide. If you are currently teaching in the lower primary years, you may think of focusing on the lower primary syllabuses and related documents only. If you are currently teaching in the upper primary years, you may think of focusing on the upper primary syllabuses and related documents only. However, it is important that you become familiar with both sets of documents to become an effective and competent primary school teacher.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2000-2005.

At the beginning of each module, the resource books you will need for that module are identified.

3. National Assessment and Reporting Policy, 2003, Department of Education, Papua New Guinea

6. Arts, Upper Primary Syllabus 2003, Department of Education, Papua New Guinea


34. Upper Primary Learning Outcomes for Grades 6, 7 and 8,
Department of Education, Papua New Guinea, 2003

35. Lower Primary Learning Outcomes for Grades 3, 4 and 5,
Department of Education, Papua New Guinea, 2004
About this unit

The context
As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:
Unit 1: Philosophy of Curriculum Reform
Unit 2: Learning Area: Culture and Community
Unit 3: Learning Areas: Language and PD
Unit 4: Learning Areas: Mathematics and Science
Unit 5: Outcomes-based Planning and Programming
Unit 6: Learning and Teaching for Outcomes
Unit 7: Assessing and Reporting Achievement of Outcomes
Unit 8: Bridging to English
Unit 9: Vernacular Literacies

In this unit, Unit 7: Assessing and Reporting Achievement of Outcomes, we begin by acknowledging that:

• the interplay between teaching and learning, assessment and reporting is complex and dynamic
• teachers make a difference to the learning of students
• the need for quality in education is paramount
• the key to improved educational outcomes is teacher effectiveness
• the needs of your school will depend on how much it has already achieved and how far it has to go
• different schools will be at different points of implementation and will need different processes and information.

The implications for you, as a teacher, is that you are now responsible for:

• judging what students can do and at what grade level they are working
• articulating what students know, understand and can do with the next steps in your program
• developing learning and teaching processes that enable students to maximise their learning and proceed to the next grade level
• diagnosing the learning needs of students
• making explicit to students what they have achieved and where they are heading
• identifying and articulating student progression to the next level of achievement
• documenting and reporting students’ learning.
Key questions for teachers
As a teacher, you are likely to ask yourself one or more of the following key questions, from time to time, about assessment and reporting:

- What’s it that students need to learn and be able to demonstrate? (outcomes)
- What’s the best way to find out what my students know and can do? (assessment)
- What’s the best way to find out if my students are progressing? (advancement)
- What’s the best way to inform students and others about student achievement? (reporting)
- How will I know if my program is working? (evaluation)

The purpose of this unit, *Assessing and Reporting Achievement of Outcomes*, is to help you find effective answers to the questions about assessment, advancement, reporting and evaluation.

Throughout this unit, you will be introduced to parts of the *National Assessment and Reporting Policy, 2003*, as well as the advice presented in the syllabuses and teacher guides about assessment, recording and reporting. This Policy, the syllabuses and any support materials developed promote DoE’s new outcomes-based approach to education. This unit helps you to begin to think about the differences between the use of objectives and the use of outcomes in curriculum documents, particularly from an assessment and reporting perspective.

The new upper primary and elementary syllabuses released in 2003, and the revised lower primary syllabuses released in 2005, express student learning in outcomes. Now all the curriculum documents, from Elementary Prep to Grade 8, are consistent with each other and with the *National Assessment and Reporting Policy, 2003*. Just keep in mind the difference between objectives and outcomes for the time being; it will become clearer as you work through the Study Guide.
Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you have worked through the unit. These statements are learner-centred and written in a way that enables them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (are able to):

1. discuss the significance of the assessment information provided in the subject syllabuses and teacher guides
2. describe the principles which should guide assessment and reporting in schools
3. discuss a range of methods suitable for student assessment and their effectiveness in a range of contexts
4. set assessment criteria for tasks consistent with syllabus outcomes
5. demonstrate how to build a picture of a student’s achievement from a range of assessment tasks and activities
6. review your own assessment, recording and reporting practices and make adjustments, as appropriate
7. assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work
8. develop an action plan to review and revise the school policy on assessment and reporting or to develop a new school policy.
The Modules

To help you achieve the unit learning outcomes, *Unit 7: Assessing and Reporting Achievement of Outcomes* is developed through four modules.

**Module 1: Assessment is integral to teaching and learning**
In this module, you examine the advice provided in each of the syllabuses about assessment, and examine, identify and reflect on the implications of the advice for your practice. You explore the assessment advice and examples provided in the teachers guides and reflect on their implications for your practice. We look at how assessment is integrated with teaching and learning when planning a unit of work, and at some principles of effective and informative assessment and reporting.

**Module 2: Are we accurately assessing student learning?**
This module is about the nature of assessment and the processes of collecting student achievement information that is consistent with the outcomes set in the syllabuses. We explore a range of assessment methods and tasks, with the help of examples.

**Module 3: Are we accurately interpreting, recording and reporting student learning?**
In this module, you critically examine ways of understanding assessment evidence, recording assessment information and reporting such information to students, parents and other members of the community. This information helps you to think about how to provide useful feedback and reports to the various stakeholders, and to get diagnostic information for yourself and the students for further planning and programming. We also look at some possible assessment biases.

Interpreting evidence of learning in an outcomes-based approach requires you to make holistic, on-balance decisions or judgements about what that evidence means in relation to the outcomes. It is possible to give marks and grades, however, such practices are not being encouraged. This module provides some advice in this regard.

**Module 4: Implications for our practice**
In this module, you apply your learning to your work situation. You develop an action plan to review and revise your school policy on assessment. Where such a policy does not exist, you devise a plan to develop one. In both cases, the plan should be to ensure consistency between the school policy, the provincial assessment policy, if any, and the *National Assessment and Reporting Policy, 2003.*
References

These documents have been used in writing these units. You do not need to have access to these documents.


Curriculum Reform Implementation Project, 2002, *Professional Reading Series No. 1, 2 and 3*, In-house documents.

Department of Education (2002), *In-service Units to Support the Implementation of Lower Primary Reform Curriculum*, Papua New Guinea
1. Curriculum Reform and Lower Primary Curriculum
2. Bridging to English in Lower Primary
3. Planning and Programming
4. Teaching and Learning
5. Assessment and Reporting

Department of Education (2003), *In-service Units to Support the Implementation of Upper Primary Reform Curriculum*, Papua New Guinea
1. Philosophy of Curriculum Reform
2. Curriculum Reform and Upper Primary Reform Curriculum
3. Outcomes-based Planning and Programming
4. Learning and Teaching for Outcomes
5. Assessing and Reporting Achievement of Outcomes


Northern Territory Education Department, 1998, *Assessment – an integral part of teaching and learning*. Curriculum Chats, Volume 1, No. 3

Northern Territory Education Department 2000, *Recording and Reporting*. Curriculum Chats, Volume 3, No. 1

Northern Territory Education Department, 2000, *Consistency of judgements*. Curriculum Chats Volume 3, No. 2
## Unit 7: Assessing and Reporting Achievement of Outcomes

### Module 1: Assessment is Integral to Teaching and Learning

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: The context</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: Assessment - what do the lower and upper primary</td>
<td>8</td>
</tr>
<tr>
<td>syllabuses and teacher guides say?</td>
<td></td>
</tr>
<tr>
<td>Section 3: Some guidelines for effective and informative</td>
<td>33</td>
</tr>
<tr>
<td>assessment for learning</td>
<td></td>
</tr>
<tr>
<td>Module summary (and additional space for your notes)</td>
<td>51</td>
</tr>
</tbody>
</table>

---

Name: ........................................................ File Nº:....................................................

Date commenced: ...................................... Date completed:.......................................

I have sighted this study guide as evidence of completion of agreed tasks by

..........................................................(insert name)

Assessor: ..................................................... Date: .......................................................
Module 1: Assessment is integral to teaching and learning

Module introduction

Welcome to Module 1: Assessment is integral to teaching and learning.

For this module, you need resources …… If you do not have these documents, your head teacher, inspector, provincial reform coordinator, or provincial inservice coordinator may be able to help you.

This module looks at the first question on page xx of the Unit Introduction: ‘what do I need to assess?’ It also helps us to think about how assessment, teaching and learning are connected.

In this module, you study each syllabus and teachers guide and the assessment advice they provide. You focus on the assessment principles, methods and strategies that are common to all syllabuses, as well as those that are unique to some syllabuses. You examine how they compare with your own assessment practices.

Lastly, we introduce some generic principles of effective and informative assessment. Here again, you compare your own practices against these principles.

Make sure you complete the self-assessment in Accreditation and Certification before you start this module.

As you work through this module, keep a running record of those parts of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.
Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. describe the commonalities and difference between the assessment advice provided in the lower and upper primary syllabuses and teacher guides

2. describe the general principles of assessment underlying the assessment advice provided in the primary syllabuses and teacher guides

3. appraise the different assessment methods and tasks suggested in the primary syllabuses and teacher guides

4. explain to a colleague, the principles of assessing for learning

5. review your own assessment practices (if you are school-based) or the kind of assessment advice you give to teachers or head teachers (if you are office-based).
Section 1: The context

Assessing and Reporting is often thought of as the end points of the ‘teaching and learning’ process. An effective teacher will know that this component is on-going, not end points at all. They provide information for the next phase of learning. The teaching and learning cycle is repeated many times in a school year.

The National Assessment and Reporting Policy, 2003, the syllabuses and most teacher guides clearly describe aspects of Assessment, Reporting and Evaluation.

As a starting point, reflect on the terms assessment, reporting and evaluation and write down a statement which explains your understanding of these terms.

Assessment is

Reporting is

Evaluation is

Now go to the National Assessment and Reporting Policy, 2003 and read page 1, where you’ll find the term Assessment explained, or read page 24 of the Arts Syllabus.

How does this explanation compare with your statement above?

• In your statement, did you identify the three components of assessment – identifying, gathering and interpreting information about student learning?

• What should be the basis of identifying, gathering and interpreting information?

Reporting is also explained on page 1 of the policy.

• How does your statement compare with the explanation in the policy? Comment

On page 6, in Section 5.3, further information is provided about reporting. Some of the points being made here are that:

- Reporting must be fair and accurate

- Reporting will support teaching and learning

- Schools will present reports in a format that best suits their communities
Assessment is integral to teaching and learning

Unit 7
Assessing and Reporting Achievement of Outcomes

Take a moment to reflect on these points. Write down your thoughts here.

- Is your reporting fair and accurate? How do you know this?

- How does reporting support teaching and learning?

- Is the way your school reports the best for your community? How do you know this?

Evaluation is explained in the policy as follows:

Evaluation involves gathering and interpreting data to make judgments about the effectiveness of aspects such as the school curriculum, teaching and learning programs or assessment and reporting practices. (pages 14-15, Glossary).

Evaluation is part of the process of continuously raising standards of student achievement in Papua New Guinea. Assessment information used for evaluation purposes should be used in ethical and constructive ways. (page 6, Section 5.4).

In other words, evaluation may be done by a teacher to judge the effectiveness of his or her program or by the whole school to judge the effectiveness of curriculum or assessment and reporting practices of the school.

Some of the points being made in the policy are that:

- Evaluation is part of the process of continuously raising standards of student achievement

- Information being used for evaluation purposes should be used in ethical and constructive ways.

Take a moment to reflect on the following:

- When was the last time your school as a whole or one of the schools you supervise evaluated their curriculum programs and other aspects of their practices?

- What was the purpose?

- Who were involved in the process?
• Were the processes ethical?

• What were the outcomes?

• Did it bring about change (raising standards of student achievement) or did it maintain the status quo?

The *National Assessment and Reporting Policy* (2003) is all about reform expectations of DoE in the areas of assessment, evaluation and reporting.

The model of the Teaching and Learning Cycle, illustrated below, has three parts: Planning and Programming, Teaching and Learning, Assessing and Reporting.

![The Revised Teaching and Learning Cycle](image)

**The Revised Teaching and Learning Cycle**

**PLANNING and PROGRAMMING**
Where can I find out about:
• the students?
• what to teach?
• what resources are available?
• an appropriate learning model?
• assessment requirements?
• sharing student achievement information/progress?

**TEACHING and LEARNING**
What will tell me:
• what to teach each day?
• how to teach?
• if what I am doing is working?
• whether all students are progressing?
• who needs help?

**ASSESSING and REPORTING**
What will tell me:
• what I need to assess?
• how to assess?
• how to find out if students are progressing?
• how to report information about student learning?
• if what I’m doing fits in with the rest of the school?
If you look at ‘Assessing and Reporting’, highlighted in the diagram you will see some questions that you are likely to consider when planning a program for a class. There may be other relevant questions teachers ask themselves from time to time.

As a teacher, you use these questions to help yourself think about what to assess, how to find out whether the students are progressing, what the school’s and DoE’s expectations of assessment are, and how to record and share assessment information with the students, parents and others. The ‘Planning and Programming’ part of the Teaching and Learning Cycle asks the question: ‘Where can I find out about assessment requirements?’ The ‘Teaching and Learning’ part of the Cycle asks: ‘What will tell me whether all students are progressing?’ The questions about assessment and progress in all parts of the Cycle illustrate a holistic approach to the planning activities of a teacher. He/she is thinking about assessment at every stage from planning lessons to evaluating the program.

Spend a little time thinking about the questions in the ‘assessing and reporting’ part of the revised Teaching and Learning Cycle.

Now write down your thoughts here.

Hints: Do the questions make sense to you? Are these the kinds of questions you ask yourself? Do the questions link with other components of the Cycle? Are the questions important and relevant in your situation? If they are not, what are some of your questions?
Section 2 –What do the primary syllabuses and teachers guides say about assessment?

The seven lower primary syllabuses and the seven upper primary syllabuses together present a national approach to education reform for the primary years of schooling. In this respect they are extensions of the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003.

The teacher guides are support documents that provide more information about ways of implementing the syllabuses. They provide planning and programming advice as well as examples of plans and programs and describe steps to developing units of work–integrated, subject-based, multi-grade–showing how it is done. They explore ways of assessing student learning achievement, recording evidence in useful ways and reporting such information in meaningful ways to parents and other members of the community. It is on this part of the teacher guides and the information on assessment and reporting presented in the syllabuses that we focus in this section.

Together, these documents provide answers to a number of professional questions teachers ask themselves and others about assessment and reporting. Some of these questions are identified in the Teaching and Learning Cycle on the previous page. The first question in the ‘Assessing and Reporting’ component of the cycle is: what is it my students need to learn and demonstrate? Let us look at this question now.

Part 2.1: What’s it that my students need to learn and demonstrate?

This is a student-centred question. The syllabuses describe the outcomes or end points of learning for particular grade levels. The outcomes are for the students. Therefore they outline what students know and can do at the end of a period of learning.

This question is dealt with in detail in in-service units 2, 3 and 4.

Let us begin by looking at the structure of Making a Living, Upper Primary Syllabus, 2003. This syllabus sets the policy parameters for the subject Making a Living by linking it with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003.

Page iii lists the contents. In this list you will find included Content overview, Learning outcomes and Learning outcomes and indicators. All of these contain information about the end points of learning.

In this syllabus there are 10 outcomes for each of Grades 6, 7 and 8, across three strands – Managing resources, Better living and Community development. (pages 11-13 of syllabus)

All syllabuses list the outcomes that are important for students to know and be able to do. Students demonstrate their learning through the assessment process.
In the Making A Living Teacher Guide the Assessment and Reporting advice is found on pages 24-26.

In day-to-day learning and teaching activities and content—knowledge, skills and attitudes—you will focus mostly on the information and advice provided in the Making a Living Teachers Guide.

The various assessment methods and tasks you will use should enable you to judge whether and how well your students achieve the outcomes set in this syllabus. If you are a supervisor, it’ll help you judge whether and how well your teachers or the schools you supervise are carrying out the assessment processes.

Assessment ‘methods’ are sometimes called assessment ‘strategies’, ‘procedures’ or ‘techniques’. All these terms mean the same thing, however, the preferred term used throughout the in-service units is assessment methods.

Assessment methods are major categories into which assessment tasks (and tools) fit. Here a distinction is being made between assessment methods and assessment tasks.

For example, an assessment task might be a cloze test. This fits into the assessment method of written responses.

An example of a method might be ‘observation of student performance’. A task in this case may be a group activity that the teacher observes using a checklist.

In this table write down three assessment methods from your experience. List two tasks that are consistent with each method.

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Hint: If you are short of ideas, read pages 24-26 of the Making a Living Syllabus or the Assessment and Reporting section of any of the other syllabuses or talk to a colleague.
The National Assessment and Reporting Policy, 2003, states:

*Teachers will use a range of assessment methods to gather evidence of students’ learning through formal and informal assessment. Assessment is primarily undertaken by the teacher and enriched by student self- and peer assessment, community-based assessment and external assessment. Schools will plan an assessment and reporting program, which includes the methods of assessment and reporting to be used in the different subjects and grades. (Section 5.1)*

- List the methods identified in this statement.

---

**Part 2.2: The syllabuses and teacher guides**

Now let us look at what the syllabuses and teacher guides says about assessment and reporting in relation to the outcomes identified in the syllabuses.

**2.2.1: The lower primary syllabuses and teacher guides**

As a reflection activity, list five methods you use to assess the knowledge and skills of your students in the Lower Primary.

- Then think about why you use those methods (that is, think about what are you trying to find out through those methods?)

<table>
<thead>
<tr>
<th>Methods I use</th>
<th>What I want to find out</th>
</tr>
</thead>
</table>

*Hint: Assessment is purposeful; it is not done just for the sake of doing it.*

For this part of the module you need all lower primary syllabuses and teacher guides. Information about assessment and reporting are found on the following pages.
With a colleague, skim read the information provided in these syllabuses.

Start with the Arts Syllabus.

- List the suggested assessment methods in the summary diagram (mind map) on page 12.
- As you read the other syllabuses and teacher guides one by one add any new methods suggested to this mind map.
Assessment methods (Summary)

Hint: Add to the mind map as you work through the syllabuses and teacher guides. This way you’ll have a comprehensive picture of the suggestions contained in the lower primary syllabuses and teacher guides.

List the suggested recording methods in the Arts Syllabus in the summary diagram (mind map) on page 13.

- As you read the syllabuses and teacher guides one by one add any new recording methods suggested to this mind map.
The Lower Primary Arts Syllabus explains that Arts assessment is school-based, criterion-referenced and continuous. (page 33)

Write down, in the table below, what you understand by assessment being school-based, criterion-referenced and continuous from your reading so far.

- Provide examples from your practice.
- The other syllabuses and teacher guides introduce new assessment-related terminology. As you come across any new terms enter them in the table below, thereby developing an overview of assessment related language.
<table>
<thead>
<tr>
<th>Terms</th>
<th>What does the term mean to you?</th>
<th>Give examples from your practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion-referenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.2.2: The upper primary syllabuses and teachers guides

For this part of the module you need all the upper primary syllabuses and teacher guides. Information about assessment and reporting are found on the following pages.

<table>
<thead>
<tr>
<th>Syllabuses</th>
<th>Pages</th>
<th>Teachers guides</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>24-25</td>
<td>Arts</td>
<td>10-12</td>
</tr>
<tr>
<td>Language</td>
<td>30-32</td>
<td>Language</td>
<td>32-49</td>
</tr>
<tr>
<td>Making a Living</td>
<td>24-26</td>
<td>Making a Living</td>
<td>71-75</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56-59</td>
<td>Mathematics</td>
<td>12-21</td>
</tr>
<tr>
<td>Personal development</td>
<td>49-50</td>
<td>Personal development</td>
<td>12-20</td>
</tr>
<tr>
<td>Science</td>
<td>24-26</td>
<td>Science</td>
<td>19-29</td>
</tr>
<tr>
<td>Social Science</td>
<td>25-27</td>
<td>Social Science</td>
<td>17-21</td>
</tr>
</tbody>
</table>

With a colleague, skim read the information provided in these syllabuses.

List the suggested assessment methods in the summary diagram (mind map) on page 16.

- List also the recording methods in the summary diagram on page 17.

- As you read the syllabuses one by one, add any new methods suggested to this mind map.
Assessment methods (Summary)

Hint: Add to the mind map as you work through the other syllabuses and teachers guide. This way you’ll have a comprehensive picture of the suggestions contained in the upper primary syllabuses and teacher guides.
• Now compare the two mind maps about assessment methods that you have developed on pages 12 and 16.
  - Are the suggested methods radically different for lower and upper primary?
  - If there are major differences, what are they?
  - What are the reasons for the differences?

Summary recording methods

• Now compare the two mind maps about recording methods that you have developed directly above and on page 13.
  - Are the suggested methods radically different for lower and upper primary?
  - If there are major differences, what are they?
  - What are the reasons for the differences?
On page 27, the Lower Primary Arts Teacher Guide begins to discuss the process of developing units of work.

There are 10 steps in this process. In this module we focus on Step 6.

Step 6 in the 10-step process is: *Develop teaching and learning activities and assessment tasks.*

This is a *holistic* approach. The development of the assessment plan with details of when to assess, what to assess and how to assess at the same time as planning a unit of work and integrating assessment with teaching and learning activities are aspect of a *holistic* approach.

Another aspect of a holistic approach is logical planning so that short term, weekly and daily programs and on-going programs developed from long-term and medium-term plans are consistent with each other.

A fourth aspect is the consistency between the assessment plan and outcomes set for the unit of work.

Step 6 is elaborated into a number of smaller steps about which decisions are to be made. This is described on pages 30-31 of the teacher guide and is reproduced below.

| Step 1: Identify the assessment tasks from teaching and learning activities for the unit of work |
| Step 2: Decide on best assessment methods to gather information you need about the students’ learning for this unit of work. (Refer to 14-17 of the teacher guide) |
| Step 3: identify the most appropriate person to conduct the assessment task |
| Step 4: decide on the number of assessment tasks needed to gather all the information you need |
| Step 5: remember to keep it manageable and be fair to all students. |

So the overall plan of developing a unit of work recommended for the Arts is summarised as follows:

| Step 1: Study the learning outcomes |
| Step 2: Cluster learning outcomes |
| Step 3: Identify a theme |
| Step 4: State the purpose of the unit of work |
| Step 5: Identify the knowledge, skills and attitudes |
### Step 6: Develop teaching and learning activities and assessment tasks

### Step 7: State the language of instruction for teaching and learning activities and assessment tasks

### Step 8: Estimate the time

### Step 9: Develop a weekly teaching program

### Step 10: Identify relevant resources and materials

This appears to be a linear model for developing a unit of work. However, in practice, some steps are done or at least thought about at the same time as some of the others. For example, teachers often consider the resources – print, human, community and other resources – very early in the process and not at the end of the planning process.

Following on from this model, one example of its application is provided on pages 28-33 of the Lower Primary Arts Teacher Guide.

**Skim read this sample, paying special attention to the place of assessment in it.**

**Reflect on how the assessment methods, criteria and recording of assessment information is woven into the Sample weekly teaching and learning program, pages 32-33.**

- What evidence of the following do you see in this plan:
  - integrating assessment into teaching and learning activities?
  - continuous assessment?
  - criterion-referenced assessment?

*Hint: Do you see any evidence of integration of teaching, learning and assessment or are they dealt with separately? Is assessment on-going or is it planned to happen infrequently? Are the criteria for assessment clearly identifiable?*
Now let us turn to the Upper Primary Arts Teachers Guide.

On pages 24-25, a sample term program for Grade 8 Arts – Drama and Dance, based on the second strand of Arts is found.

Skim read this sample, paying special attention to the place of assessment in it.

Reflect on how the assessment methods, criteria and recording of assessment information are woven into the ten-week plan on pages 24-25.

- Do you see any evidence of: (if yes, identify at least one; if, not, explain why this may be the case)
  - integrating assessment into teaching and learning activities?
  - continuous assessment?
  - criterion-referenced assessment?

- Where in the term program might the teacher be planning to assess?

On pages 26-28, you’ll find: Sample lesson plans for Grade 8 Arts – Drama and Dance (performance), based on the second strand of Arts.

Skim read this sample, paying special attention to the place of assessment in it.

Reflect on how the assessment methods, criteria and recording of assessment information are woven into the three-lesson plan on pages 27-28.

- Do you see any evidence of: (if yes, identify at least one; if, not, explain why this may be the case)
Planning a multi-grade program for Grades 6, 7 and 8 Arts – Arts Project, based on the third strand of Arts is found on page 29.

Skim read this sample, paying special attention to the place of assessment in it.

Reflect on how the assessment methods, criteria and recording of assessment information are woven into the ten-week multi-grade program on page 29.

Do you see any evidence of: (if yes, identify at least one; if, not, explain why this may be the case)

- integrating assessment into teaching and learning activities?

- continuous assessment?

- criterion-referenced assessment?

• Where in the lesson plan might the teacher be planning to assess?
• Where in the program might the teacher be planning to assess?

From your reading, doing and reflecting activities of samples of plans and programs so far, it is evident that each of the samples provides different amounts of detail regarding assessment.

**Identify which program or plan provides the most detail and which the least.**
**Reflect on why this is the case.**

**Share your understanding of the process of planning for assessment with a colleague or a small group of teachers.**

You may have realised that the upper primary and lower primary teacher guides provide somewhat different models for planning for assessment. Therefore a modified template is provided here for planning.

Select two related learning outcomes from the same subject or different subjects for this exercise.

Plan your presentation here.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment method</th>
<th>Assessment tasks (indicate language of assessment if planning for lower primary)</th>
<th>Assessment criteria</th>
<th>Recording methods</th>
</tr>
</thead>
</table>

**Hint:** This process of planning may be new to your colleague. So plan to give some background information as well as the process itself to your colleague(s).
Making a Living Teachers Guide presents another model for developing an integrated unit of work across a number of subjects. (pages 51-53)

Read pages 51-53 with a colleague.

There is only one difference between the model for developing a unit of work for Making a Living (pages 39-41) and the model for developing an integrated unit of work across a number of subjects (pages 51-53).

• What is this difference?

• Is this significant?

• In the sample programs on pages 39-53, do you see evidence of application of possible assessment methods suggested on page 25 of the syllabus? Which methods are evident and where?

<table>
<thead>
<tr>
<th>Methods evident?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take one of the samples, say, Sample 1 on pages 41-43, and reflect on how you could apply the assessment methods of concept maps or self-assessment in this context.

Re-visit ‘Assessment in Mathematics’ and ‘Recommended Assessment Methods’ on pages 56-57 of the Upper Primary Mathematics Teachers Guide.

• The advice provided here makes a number of assertions. Some are listed in the table below page 23. Respond to the questions in the table.
### Statements:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Do you agree with this?</th>
<th>If yes, provide an example as evidence of practice. If not, explain what you plan to do about it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In making informal observations and keeping notes of these on a class list, choose just one or two students in any one lesson and note down both positive and negative things they do during that lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use both good questioning techniques in class and informal discussions with individual students to get a picture of each student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple choice questions are the most difficult to write well. Teachers are advised to use other types of questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A ten-minute quick quiz every week can provide timely clues to the success or failure of a teaching strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An end of unit test does not give the teacher the information needed to change their approach to that unit until it is too late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping records of practical work may include models students have made, assignments they have completed and any other work that demonstrates their present ability.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**On pages 16-17 of the Personal Development Teacher Guide, you’ll find a table of sample assessment instruments, descriptions and examples. Read this table carefully. Group them into written, oral and practical methods in this table.**

Some of the instruments may be placed in more than one group. For each read the description and look at any example(s) provided before deciding to which group it belongs.

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On pages 18-19, some useful steps to developing a specific assessment task are explained. This is followed by an application of the steps.

Read pages 18-19.

The application of the four steps on page 18 of the teachers guide is found on pages 18-19.

Read pages 18-19 carefully with a colleague.

In Step 1, assessment tasks are identified from within the learning activities. Two assessment tasks are identified (also refer to pages 59-60 of the teachers guide and look down the third column of the table).

Task 1: is for students to make a personal record of different groups to which they belong and their place in each group. There are three criteria for assessing the personal record. (page 19)

Often the teacher and students jointly develop the criteria. If the teacher develops the criteria, then the teacher needs to share them with students and not keep them secret. If the criteria are not known to the students, an important learning opportunity is lost. Assessment criteria set the standard and conditions for completing the activity/task.

Suggest up to three ways the personal record could be presented.

1.
2.
3.

Task 2: is to write an essay. Once again three criteria have been identified on page 19 of the teachers guide. In the assessment process the assessor will be looking for an essay that addresses the three criteria.

The table on page 20 shows one way of recording the assessment information for Task 1. A checklist can be for a student or the whole class.

Getting back to pages 18-19, summarise the steps to developing a specific assessment task using the table below or some other structure.

<table>
<thead>
<tr>
<th>Step 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
• Compare this table with the table on page 18 of this module.

• Are they suggesting similar ideas or are they radically different? Comment.

• How would you explain any similarities or differences?

So start thinking about ideas for a model for planning assessment within a unit of work for yourself.

Here you need to identify the steps to planning assessment. Holistic planning is the first step to successful teaching on your part and successful learning on the student’s part. Write down your preliminary thoughts about the plan here.

Let us move on to the Science Syllabus.

On pages 24-26 you see the advice on assessment and reporting. The introduction and assessment sections are identical with those of other syllabuses.

• Read pages 24-26 focussing on principles of assessment on page 25.

• What are the key messages here?

Locate the following statements on page 25 and reflect on whether you agree with them and whether they are part of your practice.

Most teachers would agree with these statements, but whether they apply them in their classrooms or not is a different issue. If they are not part of your practice, think about ways you can develop a commitment to them.
On page 25, the syllabus has identified five assessment methods.

Now let us look at the Science Teachers Guide.

On pages 19-29, you will find more information about assessment principles, roles and responsibilities of teachers and students in assessment, factors to consider when developing assessment methods and tasks, a range of assessment and recording methods, and the steps to developing specific assessment tasks.

Read pages 19-29 with a colleague.

Compare the steps to developing specific assessment tasks with the steps identified in the other teachers guides you have already examined. Identify up to three similarities and differences.
Reflect on your findings.
Is there consistency in the advice being provided in the different syllabuses about how to develop a specific assessment task?

- Are you now in a position to identify a series of steps that will meet your needs?

If yes, list them below.

<table>
<thead>
<tr>
<th>Steps 1:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Step 2:</th>
</tr>
</thead>
</table>

- Can the steps you have developed be applied to any situation – One subject? a group of subjects? in an integrated program? in a multi-grade program?

If the answer is yes, then you have done well and you have now produced a *generic* plan for developing an assessment task. A generic plan is a plan that can be applied in a number of situations such as when developing an assessment task in one subject, across a group of subjects or across grades.

If you are unable to do this now, do not despair, read on.

On pages 25-27 of the teachers guide you will find an interesting application of the four-step approach for a multi-grade class. It is based on outcomes 6.4.1, 7.4.1 and 8.4.1.

On page 25, 10 teaching and learning activities have been identified. Three assessment tasks have been identified stemming from these teaching and learning activities. They are listed at the bottom of page 25.

On page 26, one of the assessment tasks is further developed. Read the assessment criteria carefully. The criteria indicate that the task is bigger than ‘making a model of the Earth’s structure and labeling it’. In addition to making a model and labeling it, students are expected to

- draw a rock cycle correctly and in the right sequence
- identify three ways a rock is formed
- describe using appropriate terminology the formation of sedimentary, metamorphic and igneous rocks
- identify the mineral composition of three local rock samples.

All of the above emerge from the teaching and learning activities.

This example illustrates the need to explicitly identify criteria and share them with the students. Sharing the criteria and not just the assessment task makes students aware of what is being assessed, the assessment instruments being used and the criteria by which their demonstrations of the outcomes will be judged.

Step 4 of the process, on pages 26-27 shows ways of recording assessment information. The tables on pages 27 and 28 enable a teacher to make holistic and on-balance judgements about a student’s achievement.

**In some schools judgements of achievement are made on the basis of marks.**

- Reflect on how teachers allocate marks:
  - Are they based on criteria or some other system?
  - Are they based on outcomes or content or processes or activities or some subjective ideas? In other words, how does one arrive at a mark?
  - Can marks be equated with achievement of outcomes? Write down your thoughts here.

**Now let us look at the Social Science Syllabus for upper primary.**

You will find information about assessment and reporting on pages 25-27 of the syllabus. You will find that there is nothing new in this section until you get to the heading ‘Social Science Assessment’.

Read pages 25-27, with a colleague.

- Are there any new information, words or phrases for you on pages 25 and 26? Comment.
  - If there are add them to the table on page 14 of this module.

**Consider these extracts and reflect on them in relation to your current practices, if you are a teacher, or in relation to what you observe in schools, if you are office-based.**
Therefore assessment helps students achieve integrated sets of skills and knowledge, demonstrates their achievement of the learning outcomes and helps students to be confident about what they have learned.

Students will only learn how to apply integrated sets of skills by actually applying them in real life situations.

The emphasis should be on projects that encourage the integration and application of integrated skills and knowledge.

Sometimes students need to learn a skill in isolation.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Do you agree with this?</th>
<th>Is this your current practice? If yes, provide an example as evidence of practice. If not, what do you plan to do about it?</th>
</tr>
</thead>
</table>

This section identifies three assessment methods on page 26. If yes add new methods to the mind map on page 15 of this unit.

Are there any new recording methods on page 26? If yes, add them to the mind map on page 16 of this module.

**Now let us turn our attention to the Social Science Teachers Guide.**

You will find information about assessment, recording and reporting on pages 17-21 of the teachers guide.

- Read pages 17-21 with a colleague.

- Identify any new assessment methods and record them on page 15 of this module.

- Identify any new recording methods and record them on page 16 of this module.

- On page 19, the teachers guide makes a point about who should assess the students.
  - What does it say?
  - Is this your practice?
  - Can you apply this in the assessment in any subject?

On pages 20 and 21, the Social Science Process is explained. It has three components:
  - See (gather information)
- Judge (evaluation or judging or analysing depending on the topic of study)
- Act (presenting information or taking action depending on the topic of study)

• Do you currently practise the Social Science Process in your teaching?
• If yes, you are doing well. If not, how will you make a commitment to this process?
• Do you see evidence of this process being used by the teachers you supervise?

On page 21 you will find advice about the role of projects in the assessment process.

On pages 25 and 26 you will find a comprehensive plan for developing a unit of work. As you read this section you’ll notice that there are steps within steps.

**Study the following on pages 25 and 26:**
- A. Process for developing a unit of work (a nine-step process)
- B. Process of developing assessment tasks in units of work (a seven-step process)
- C. Process for developing specific assessment tasks (a four-step process)

This model is then applied on pages 26-28.

**Read these pages carefully with a colleague focusing on Step 6 on pages 27 and 28.**

The assessment plan at the bottom of page 27 is the result of Step 6 on page 27.

An Assessment Task Sheet is developed from the assessment plan. (See page 29) Several such examples are found on pages 29-49.

**Work through pages 29-49 with a colleague.**

- Identify the particular examples that can assist you in the way you operate – for example, integrated approaches, multi-grade situations, etc.

- Now that you have completed your examination of the syllabuses and teachers guides, make summary statements about the overall pictures that emerge. (For example, you may wish to make a statement about the assessment tasks common to all syllabuses and then point out the differences where they exist. The purpose here is for you to have an overview of the assessment advice and information. This will enable you to work confidently in integrated and multi-grade classrooms and settings.)
Assessment methods:

Recording methods:

Features of assessment in Upper Primary years:

*Hint: The response here should be comprehensive (all significant information is provided) and comparative between the syllabuses and teachers guides (eg. What is common, what is different etc.)*

*Share this information, as appropriate, with colleagues when doing the action plan in Module 4.*
Section 3: Some guidelines for effective and informative assessment for learning

Part 3.1: Beliefs, purposes and practices in the classroom

This activity may help you to clarify your own beliefs and practices about assessment.

Do this activity with a colleague.

Scenario: On a recent staff development day, teachers were asked to discuss their beliefs about assessment, why they assess and how they assess. Each person was asked to make two statements that reflected their thinking and their actions or practice.

You may collect the data for this activity in one of two ways: by actually holding a staff development day like this or by simulating one.

To simulate this scenario, you need to involve at least eight teachers. Explain to them the purpose of this activity which is, to clarify their beliefs and practices about assessment. They are to imagine they are attending or have attended the staff development day. Then ask each of them to make two statements which reflect their thinking and practice in assessment. List them below.

• List of statements
• Read through the statements you have collected and listed.

• Note/mark three statements with which you most strongly:
  - agree
  - disagree

Discuss your choices with a colleague.

*Hint: In responding, be clear about why you agree most strongly with some statements and disagree most strongly with some other statements.*

---

**The next activity will help you to clarify your own assessment beliefs and practices.**

• For one week, keep a log of everything that you do that relates to assessment, evaluation and reporting in your classroom. Ask a colleague to do the same. If you are an office-based person, ask two teachers to do this activity as part of your supervisory or advisory role.

• From this log, develop a list of the formal and informal ways you (or they) assess, evaluate and report in your (or their) classrooms. You can use the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use this list to identify the range of ways you (or they) assess, evaluate and report and reflect on these questions and write down your thoughts

• are you involved in more or less assessment, evaluation and reporting than you thought?

• can you see patterns in your practice? If so, are these patterns typical from week to week, or do they change?

• why do you do the things that you do? What beliefs and purposes are driving your practice?

• what is working well? What could you stop doing? What could be improved or refined?

• would more learning in this area help? What do you need to learn next?

Hint: Your responses to these reflection questions will depend on your particular situation

Share your reflections with the colleague you have been working with. Discuss any similarities and differences in the practices you both use.

• Identify any learning needs you have in common.
• Are there ways you can help each other?

Part 3.2: Approaches to assessment

In your pre-service training, as well as in some in-service programs, you would have come across terms such as ‘norm-referenced’ and ‘criterion-referenced’ assessment, ‘formative’ and ‘summative’ assessment, ‘formal’ and ‘informal’ assessment, and ‘internal’ and ‘external’ assessment.

You don’t have to spend too much time trying to distinguish between norm-referenced and criterion-referenced, formative and summative, formal and informal approaches to assessment, or between the internal and external components of assessment.

The message here is that such terms are used in educational circles and that they can be understood in terms of the purposes for which assessments are set.

The *National Assessment and Reporting Policy, 2003* refers to criterion-referenced assessment, formal and informal approaches to assessment as well as internal and external components of assessment. It will help if you can understand their meanings in the broader context of assessment.

Now, take a moment to record your current views about these assessment terms.

• How is norm-referenced assessment different from criterion-referenced assessment?

• Do you prefer one or the other? If so, why?

• How is formative assessment different from summative assessment? Is it easy to separate them?

• How does informal assessment differ from formal assessment?
Now read this information and answer the questions that follow.

Criterion-referenced assessment uses specific assessment criteria derived from the learning outcomes to judge a student’s individual performance. The criteria set for particular outcomes are applied consistently when assessing or collecting evidence of achievement.

Criterion-referenced assessment does not compare the performance of one student with that of another student.

Assessment criteria are statements that are used to judge the quality of student performance.

All teacher guides explain how to set assessment criteria and provide examples of assessment criteria for particular tasks/outcomes.

Norm-referenced assessment describes a student’s achievement and progress (based on predetermined criteria) in comparison with those of other students in a class, a representative sample of students or a national sample. This is a common practice in external examinations where students are ranked for selection purposes.

It is also one kind of information parents often seek about their children’s learning. How is my child progressing? Where is he or she in the class-top, bottom or in between? Is he or she as good as so and so? So you need to develop an overview of where the students are in relation to each other. It is possible to develop this overview by means of criterion-referenced assessment.

Formative assessment is assessment that takes place during teaching and learning activities. It is used to inform the on-going teaching and learning program and to provide students with timely and constructive feedback. Formative assessment is often referred to as ‘assessment for learning’. This form of assessment is dealt with in detail in Part 3 of this module.

Summative assessment usually takes place at the end of a unit of work. It is used to gather information on student learning and achievement at that point in time and the effectiveness of the unit of work that has just been completed. The class then moves on to another unit of work.
Summative assessment is often referred to as ‘assessment of learning’.

Both types of assessment can be used together; they don’t have to be used separately. In fact they form a continuum.

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks: <em>where are you in the learning of this?</em></td>
<td>Asks: <em>What did you learn?</em></td>
</tr>
</tbody>
</table>

Add more questions to the above to develop your thoughts on the differences between formative and summative assessment.

Let’s imagine these types of assessment as two different continua: criterion-referenced and norm-referenced, and formative and summative. To see how they can reflect some of the types of assessment procedures you engage with in schools, we can combine them, as shown below:

```
Norm-referenced

Formative        Summative

3  2

4  1

2  1

Criterion-referenced
```

Decide where (in which quadrant: 1, 2, 3 or 4) on this diagram you might put each of the assessment tasks listed on the next page. Discuss it with a colleague.
(Let’s talk about the first task on the list, a weekly spelling test, as an example. Ask yourself: Is a weekly spelling test to be used for norm-referenced or criterion-referenced purposes? Is it for formative or summative purposes? Your answers will depend on the purpose of the weekly spelling test. If you planned it to be criterion-referenced and formative, you would locate it in the third quadrant. If you planned it to be criterion-referenced and summative, you would place it in the second quadrant.)
Unit 7  Assessing and Reporting Achievement of Outcomes

- Weekly spelling test  
- Peer assessment checklist  
- Learning journal  
- A portfolio of student work  
- A big book  
- A concept map  
- Cloze exercise  
- Interview report  
- A poster  
- A photograph of box under construction  
- An oral presentation  
- A written test

If you are not sure of some of these, they are explained in detail in Module 2.

*Hint: The idea here is for you think about the purpose of each task in the list and to consider when, in a unit of work, you would use it. Justify your decisions to your colleague.*

**Reflect on the above activity. Did you have trouble locating any of these assessment tasks?**

- How did you sort out any difficulties you had?

- Now reflect, first on how (or where) summative assessment can be made to serve formative purposes and vice versa.

**Formal and informal assessment**

When a school has a policy that specifies how to assess, how often to assess, and when to assess, then a teacher who follows the policy is assessing the students through formal assessment. Any extra achievement information the teacher might gather in assessing students is through informal assessment.

Your school may not have an assessment policy. Suppose you have planned a unit of work that includes when and what to assess and how to assess. Your assessment plan enables you to carry out the assessment formally. However, from time to time you decide to ask questions or sit in on a discussion group and observe how the discussion develops. In these situations, you are assessing informally.

The *National Assessment and Reporting Policy, 2003,* advises that:

*Assessment at Upper Primary should:*

- be flexible and use a range of assessment methods;
• be continuous and show the development of knowledge, skills and understanding in all school subjects;

• use local cultural approaches to assess and report students’ achievement where appropriate;

• be mainly internal but may include external assessment at the end of Grade 8;

• use criterion-referencing and learning outcomes as the basis of external assessment at the end of Grade 8; and

• result in the issue of national certificates of basic education approved by the Board of Studies reporting academic achievement, attitudes, values and other relevant achievements. (Section 7.3)

In other words, assessment in upper primary years should be mainly school-based or internal, but may include external assessment at the end of grade 8. An external examination is set by a body external to schools. In PNG, external examinations are set by the Measurement Services Unit in the Curriculum Development Division. Such an examination will be the same for all students in grade 8 in PNG and the results may be used in the selection of students to grade 9.

The National Assessment and Reporting Policy, 2003, advises that:

Assessment at Lower Primary should:

• be predominantly integrated into learning and teaching activities as students bridge from vernacular to English;

• use arrange of assessment methods;

• use local cultural approaches to assess and report students’ achievement where appropriate; and

• be used for diagnostic purposes only. (Section 7.2)

There is no suggestion of assessment being criterion-based; however, this is assumed throughout the syllabuses and teacher guides.

Share with a colleague your understanding of different approaches to assessment. In what ways could your understandings help you in your work? List four significant points to share with the colleague.
Part 3.3: Assessment for Learning (Reference: Assessment Reform Group, 2002)

Assessment for Learning is the process of seeking and interpreting evidence for use by students and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Here are some questions to help you think about your assessment practices. Respond to each, giving evidence, to explain your answer.

- Is your assessment practice:
  - clearly and directly linked with syllabus outcomes?
  - integral to your teaching and learning? (that is, part of effective planning of teaching and learning?)
  - sensitive and constructive?
  - take account of learner motivation?
  - develop capacity for self-assessment?
  - comprehensive? (that is, recognize a full range of achievement of all learners?)

- How does your assessment practice:
  - value teacher judgement?
  - involve a whole school approach?
  - actively involve parents?

Hint: You may not be able to give full answers now. Re-visit your responses when you finish this part of the module.
Assessment is integral to teaching and learning.

Unit 7: Assessing and Reporting Achievement of Outcomes

Module 1: Research-based principles of assessment for learning to guide classroom practice

Assessment for learning should be recognized as central to classroom practice.

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision-making.

Assessment for learning should focus on how students learn.

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should be aware of the ‘how’ of their learning as well as the ‘what’.

Assessment for learning should be part of effective planning of teaching and learning.

A teacher’s planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment should take account of the importance of learner motivation.

Assessment that encourages learning fosters motivation by emphasizing progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are ‘no good’.

Motivation can be preserved and enhanced by assessment methods which protect the learner’s autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.

Teachers should be aware of the impact that comments, marks and grades can have on learners’ confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should promote commitment to learning goals and understanding of the criteria by which they are assessed.

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress.

Learners need information and guidance in order to plan the next steps in their learning. Teachers should pinpoint the learners’ strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Learning should recognize the achievements of all learners.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should be used to enhance all learners’ opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and have their efforts recognized.
Read and discuss the next 10 points with a colleague. Answer the reflective questions as you go.

The Assessment Reform Group (2002) advises that:

1. **Assessment for learning should be part of effective planning of teaching and learning.**

   A teacher’s planning should provide opportunities for both the student and the teacher to obtain and use information about *progress* toward learning outcomes. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the outcomes they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

2. **Assessment for learning should focus on how students learn.**

   The process of learning has to be in the minds of both the students and the teacher when assessment is planned and when the evidence is interpreted. Students should become as aware of the ‘how’ of their learning as they are of the ‘what’.

3. **Assessment for learning should be recognized as central to classroom practice.**

   Much of what teachers and students do in the classroom can be described as assessment. That is, tasks and questions prompt students to demonstrate their knowledge, understandings and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and students in reflection, dialogue and decision making.

4. **Assessment of learning should be regarded as a key professional skill for teachers.**

   Teachers require the professional knowledge and skills to: plan for assessment, observe learning, analyse and interpret evidence of learning, give feedback to students and support students in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

5. **Assessment of learning should be sensitive and constructive because any assessment has an emotional impact.**

   Teachers should be aware of the impact comments, marks and grades can have on students’ confidence and enthusiasm and should be as constructive as possible in the
feedback they give. Comments that focus on the work rather than the person are more constructive for motivating and learning.

**Reflect on the following:**

- Do you support and encourage students’ self-assessment?

- Are your comments and feedback sensitively given?

- Does your assessment focus on the student as an individual? Do you give your students achievement information that is honest, constructive, balanced and based on curriculum intentions (outcomes)?

6. **Assessment for learning should take account of the importance of learner motivation.**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate students. It can also lead to their withdrawing from the learning process in areas where they are made to feel they are ‘no good’. Motivation can be preserved and enhanced by assessment methods which protect the student’s autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

**Reflect on the followings:**

- Do you provide opportunities for all students to demonstrate what they know, understand and can do?

- Are the strategies you use for providing feedback constructive and not comparative?

7. **Assessment for learning should promote commitment to learning and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place students need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when students have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with students using terms they can understand, providing examples of how the criteria can be met in practice and engaging students in peer and self-assessment.
8. **Students should receive constructive guidance about how to improve.**

Students need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the student’s strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they may be addressed
- provide opportunities for students to improve upon their work

9. **Assessment for learning develops students’ capacity for self-assessment so that they can become reflective and self-managing.**

Independent students have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip students with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

**Reflect on the following:**

- Do you encourage self-reflection and self-assessment in your classroom?
- Do you allow students to negotiate the tasks and how they will demonstrate their learning?
- Are the assessment criteria discussed and/or jointly negotiated or constructed with the students?
- How confident are you that you interpret assessment evidence in ways that are consistent with syllabus outcomes? Is there consistency between teachers in your school in this regard?

10. **Assessment for learning should recognize the full range of achievements of all learners.**

Assessment for learning should be used to enhance all students’ opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognized.

Now, use the next two activities to help you examine your own assessment practices.
Activity 1

Think about what you should consider in assessing student learning. Do a mind which includes include ideas to do with students, subjects, strategies, tasks, and anything else you think is important. Add more branches and links to illustrate your thoughts.

Activity 2

Examine a unit of work you teach now. Compare the assessment procedures you use, or have planned to use, with the ideas you have presented in the mind map. If you are an office-based person, you could compare a unit of work from a teacher with the mind map.

When examining the unit, consider these criteria:
- the range of assessing, evaluating and reporting practices that are evident in the unit
- the nature of the assessment procedures you identified. Are they objectives-based or outcomes-based, formal or informal, formative or summative?
- the main uses and functions of the procedures
- whether you are assessing in an explicit way. Are the students clear about what you expect them to know and be able to do?
- the match between your teaching intentions and these practices. Are there any gaps and inconsistencies?
- how the assessment evidence is to be interpreted?
- the kind of feedback you are planning to give
- anything else you think is important from your learning.
Enter your findings in this table.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Your findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of practices</td>
<td></td>
</tr>
<tr>
<td>Nature of practices</td>
<td></td>
</tr>
<tr>
<td>Explicitness of practices</td>
<td></td>
</tr>
<tr>
<td>Match between teaching intentions and assessment practices</td>
<td></td>
</tr>
<tr>
<td>Plans to interpret evidence</td>
<td></td>
</tr>
<tr>
<td>Plans for providing feedback</td>
<td></td>
</tr>
<tr>
<td>(Other)</td>
<td></td>
</tr>
</tbody>
</table>
Now you are in a position to share your learning with colleagues. To prepare for this, fill in this table.

<table>
<thead>
<tr>
<th>Assessing for learning</th>
<th>Evidence in own practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is part of effective planning</td>
<td></td>
</tr>
<tr>
<td>Focuses on how students learn</td>
<td></td>
</tr>
<tr>
<td>Is central to classroom practice</td>
<td></td>
</tr>
<tr>
<td>Is a key professional skill</td>
<td></td>
</tr>
<tr>
<td>Is sensitive and constructive</td>
<td></td>
</tr>
<tr>
<td>Fosters motivation</td>
<td></td>
</tr>
<tr>
<td>Promotes understanding of goals and criteria</td>
<td></td>
</tr>
<tr>
<td>Help students to know how to improve</td>
<td></td>
</tr>
<tr>
<td>Develops the capacity for self-assessment</td>
<td></td>
</tr>
<tr>
<td>Recognises all educational achievement</td>
<td></td>
</tr>
</tbody>
</table>

- In your presentation to your colleagues, use your mind map and your analysis of a unit of work. Ask a colleague to record up to four questions raised by the group, and your responses to them.
Discuss, with your colleague, how you responded to the questions. Are you satisfied with how you responded?

Reflect on the implications your learning has for your practice.

- List up to four significant changes that would make your practice more consistent with the reform expectations. Use this table.

- For each change, indicate in four steps what you plan to do.

<table>
<thead>
<tr>
<th>Changes I would need to make…</th>
<th>My plan…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
3. Now that you’ve completed Part 3 of this module, re-visit your responses to the reflection questions on pages 41-42.

4. Are you satisfied with your responses? If you are, well done. If not, improve your responses to your satisfaction.
Module Summary

Gutpela! You have finished this module! By now, you should have developed certain knowledge, understandings, insights and skills about the National Assessment and Reporting Policy, 2003, subject syllabuses, teachers guides and effective and informative assessment and reporting, in the context of reform curriculum.

You examined the assessment and reporting advice in each syllabus and their extension and application in the teacher guides.

You identified strategies and tasks you are familiar with and confident about, as well as those you don’t use much. The idea here is to help you to know about the different ways you can gather assessment evidence. You may prefer particular ways of assessing but, to be fair to all students, you need to give students opportunities to demonstrate what they know, understand and can do in their preferred ways of learning.

You have read some general information about the principles of assessment for learning. You then looked closely at your own practices (and/or those of others) for understanding best practice and making any changes.

These activities will help you to be clear about the assessment expectations of the reform curriculum and help you to sharpen the focus of your teaching.

Now that you have finished the module, how do you rate yourself in relation to the module outcomes - Yes, No or Not Sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the commonalities and difference between the assessment advice provided in the seven lower and upper primary syllabuses?</td>
<td></td>
</tr>
<tr>
<td>2. describe the general principles of assessment underlying the assessment advice provided in the primary syllabuses and teachers guides?</td>
<td></td>
</tr>
<tr>
<td>3. appraise the different assessment methods and tasks suggested in the primary syllabuses and teachers guides?</td>
<td></td>
</tr>
<tr>
<td>4. explain to a colleague, the principles of assessing for learning?</td>
<td></td>
</tr>
<tr>
<td>5. review your own assessment practices (if you are school-based) or the kind of assessment advice you give to teachers or head teachers (if you are office-based)?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered ‘Yes’ to all of them, then you have done very well. Think about what kinds of evidence will support your achievement of each of the outcomes. If you have
said ‘No’ or ‘Not sure’ to some, then it may be a good idea to go over the appropriate sections of the module again and have another go at the tasks, and/or reflecting on the bits that gave you trouble and seeking help.

Remember that achieving these module outcomes helps you to achieve the outcomes of the unit. Go back to the outcomes of the unit in the Unit Introduction, and reflect on where you are now in relation to those outcomes.

In the Module Introduction, we advised you to keep a running record of any evidence you may have for particular unit outcomes. If you haven’t been doing this, go back over the module now and jot down, in your Learning Contract, some evidence for the unit outcomes you agreed to provide evidence for.
Additional space for your notes
Additional space for your notes
Unit 7: Assessing and Reporting Achievement of Outcomes

Module 2: Are we accurately assessing student learning?

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: What do we mean by assessment?</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: How is assessment evidence collected?</td>
<td>13</td>
</tr>
<tr>
<td>Section 3: How does assessment flow?</td>
<td>58</td>
</tr>
<tr>
<td>Module Summary <em>(and additional pages for your notes)</em></td>
<td>63</td>
</tr>
</tbody>
</table>

Name: ........................................................ File Nº: ...............................................

Date commenced: .................................. Date completed: ..................................

I have sighted this study guide as evidence of completion of agreed tasks by

..........................................................(insert name)

Assessor: ............................................. Date: ..............................................
Module 2: Are we accurately assessing student learning?

Module introduction

Welcome to Module 2: Are we accurately assessing student learning?

For this module, you need to have:

- access to all the upper and lower primary syllabuses and teacher guides
- Module 1 of this unit (but you don’t have to have completed Module 1 first)
- completed the self-assessment in Accreditation and Certification, if seeking academic credit.

This module looks at the second question: What’s the best way to find out what my students know and can do? listed on page 12 of the Unit Introduction.

In doing this, this module discusses some questions teachers often ask about assessment, and offers some ways of understanding and responding to them. It alerts you to be fair and equitable in your assessment practices. The Gender Equity in Education Policy and Resources 31-32 and support documents provide advice on fair and equitable assessment. Extracts from these documents are provided in this unit, as appropriate.

Some of the concepts we explore are assessment methods, tasks criteria and ‘on-balance’ decisions.

The National Assessment and Reporting Policy, 2003, is the key to understanding DoE’s expectations of teachers and schools. The relevant parts of the policy are copied in this module.

As you work through this module, keep a running record of those places in the module where you can identify evidence for particular unit outcomes. You record this in your Learning Contract.
Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. distinguish between assessment and evaluation
2. describe the purposes of assessment in schools
3. describe the guiding principles for assessment and reporting, as set in the National Assessment and Reporting Policy, 2003
4. distinguish between an assessment method and an assessment task
5. describe a range of ways of collecting assessment evidence
6. set assessment tasks that are consistent with outcomes set for units for work
7. set assessment criteria consistent with unit outcomes and tasks
8. explain to a colleague ‘how assessment flows’
9. help a colleague to understand and apply a range of assessment methods and tasks consistent with the syllabuses.
Section 1: What do we mean by assessment?

As a starting point, note your current thoughts and practices as a teacher (or a supervisor or an adviser).

Record your responses to the following questions in two or three sentences. (Be honest in your responses!)

- What is assessment?

- Why do you assess? What is the purpose of assessment at your level of operation?

- What should be the purpose of assessment from your perspective?

- How do you assess?

- Is there a connection between teaching, learning and assessment? If yes, what is the connection? If not, why do you assess?

- What do you do with the assessment evidence you collect?

- How do you record the assessment evidence you collect?

- What is your basis for interpreting assessment evidence?
  - syllabus outcomes?
Unit 7 Assessing and Reporting Achievement of Outcomes

- program objectives?
- criteria set while planning for assessment?
- criteria developed after the activities have been completed?

• Who are the audiences for your assessment information?
• What kind of information do you provide to your audiences?
• What is the difference between assessment and evaluation?

Hints: If you completed Module 1 before starting on this module you would have clear ideas about some of the above questions. If you have not completed Module 1, as you read through the next few pages, re-visit your responses here.

Commonly asked questions about assessment

Read this information with a colleague and then answer the questions that follow. As you go along, re-visit your earlier responses.

1. What is assessment? What is evaluation?

The National Assessment and Reporting Policy, 2003, describes assessment and evaluation as follows:

Assessment is the on-going process of identifying, gathering and interpreting information about progress from students’ achievement of the learning outcomes. (page 4)

A learning outcome is a statement that identifies the typical knowledge, understanding, skills, attitudes or values that students achieve or can demonstrate at the end of a particular grade in a particular subject. (page 17)

A learning outcome identifies the end points of a period of learning.
Evaluation involves gathering and interpreting data to make judgments about the effectiveness of aspects such as the school curriculum, teaching and learning programs, and assessment and reporting practices. (page 17)

Evaluation is part of the process of continuously raising standards of student achievement in Papua New Guinea. Any assessment information used for evaluation purposes should be used in ethical and constructive ways. (page 9)

Assessment identifies student learning and progress. Evaluation allows a teacher or the school to check how effective the teaching and learning program is in promoting the desired student learning and progress recommended in the syllabuses.

For a person in a supervisory role, evaluation measures the effectiveness of, for example, whole-school curriculum and the school’s assessment and reporting practices.

2. Why do we assess?

There are a number of reasons why we assess. We assess students mainly to find out

- what a student can or cannot do
- what a student understands or does not understand
- what a student knows or does not know
- how a student’s learning is progressing in relation to syllabus outcomes
- how a student’s progress compares with previous progress
- how a student’s progress compares with the rest of the class
- how to select or rank students in upper primary and secondary years for educational progression, careers and employment.

Are there other reasons why we assess? Discuss.

The National Assessment and Reporting Policy, 2003, emphasises the following points for upper and lower primary.

- Read and compare the advice.

<table>
<thead>
<tr>
<th>Assessment in Lower Primary should:</th>
<th>Assessment in Upper Primary should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>be predominantly integrated into teaching and learning activities as students bridge from vernacular to English</td>
<td>be flexible and use a range of assessment methods</td>
</tr>
<tr>
<td>use a range of assessment methods</td>
<td>be continuous and show the development of knowledge, skills and understandings in all school subjects</td>
</tr>
</tbody>
</table>
A r e  w e  a c c u r a t e l y  a s s e s s i n g  s t u d e n t  l e a r n i n g  ?

Unit 7  Assessing and Reporting Achievement of Outcomes

Module 2  Are we accurately assessing student learning?

<table>
<thead>
<tr>
<th>use local cultural approaches to assess and report students’ achievement where appropriate</th>
<th>use local cultural approaches to assess and report students’ achievement where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>be used for diagnostic purposes only (Section 7.2, page 12)</td>
<td>be mainly internal but may include external assessment at the end of Grade 8</td>
</tr>
<tr>
<td>use criterion referencing and learning outcomes as the basis of the external assessment at the end of Grade 8</td>
<td>result in the issue of national certificates of basic education approved by the Board of Studies reporting academic achievement, attitudes, values and other relevant achievements (Section 7.3, page 12)</td>
</tr>
</tbody>
</table>

- What differences do you see between the two sets of advice in terms of:
  - purpose?
  - approaches?
  - relationship with learning and teaching activities?
  - any other idea?

Teachers use this information about students’ learning to provide constructive and timely feedback and support by

- identifying students’ learning strengths, weaknesses and needs

- making judgements about students’ progress against curriculum expectations

- planning programs which build on students’ prior knowledge and learning

- planning future programs to meet identified needs
- evaluating the teaching strategies and learning experiences they use and modifying them, if needed
- teaching students effective learning processes and strategies.

• communicate student learning, progress and identified needs to parents and other stakeholders.

Assessment should be integral to the curriculum. That is, it needs to be part of your everyday practice and those of your students. Assessment is a continual process of diagnosing student learning and development. Because assessment is about much more than grading and reporting, it should happen daily in all classrooms.

3. How do I design an effective assessment task?

Assessment methods and tasks are identified and recorded at the time of planning a unit of work. That is, when you are planning a program, you are also planning to assess.

This process should not be an afterthought.

All teacher guides provide models for designing effective assessment tasks and examples of their application.

If you have not completed Module 1, you may wish to look at the models and examples in the teacher guides.

When you plan to assess, whether formally or informally, formatively or summatively, think about these questions:

- which outcome(s) will this task assess?
- is the task appropriate for the outcome(s)?
- does the task enable all students to demonstrate their learning?
- does the task allow the students to demonstrate what’s required?
- is the language and level of difficulty of the task appropriate – (not too hard, not too easy)?
- are the instructions clear and precise?
- is the task big enough to allow them to demonstrate what’s required?
- is there any bias?
- will all students have equal access to any resources needed?
- have you set criteria for assessing the task? Can they be applied consistently?
Look at one of your recent assessment tasks and the assessment criteria. Critically annotate it, using the questions above. (That is, take a copy of the task and note on it where and how you have taken account of these questions.) If you are an office-based person, work with a teacher.

Hint: Be critical! Identify what is not there as well as what is there!

4. What should assessment be?

The National Assessment and Reporting Policy, 2003, states that the following principles will direct or guide the process of assessment and reporting in schools. (Section 4)

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Reporting are continuous and based on learning outcomes</td>
<td>In practice this means that teachers:</td>
</tr>
<tr>
<td></td>
<td>- identify assessment activities based on the outcomes as described in the syllabuses;</td>
</tr>
<tr>
<td></td>
<td>- plan a series of assessment activities within term and yearly assessment programs;</td>
</tr>
<tr>
<td></td>
<td>- provide opportunities for students to demonstrate their achievement of learning outcomes;</td>
</tr>
<tr>
<td></td>
<td>- use professional judgment to make decisions about students’ learning progress; and</td>
</tr>
<tr>
<td></td>
<td>- provide additional support to those students who require assistance.</td>
</tr>
<tr>
<td>Assessment and Reporting are appropriate for Papua New Guinea</td>
<td>In practice this means that teachers:</td>
</tr>
<tr>
<td></td>
<td>- design assessment activities that take into account Papua New Guinean cultural values and practices, where appropriate.</td>
</tr>
<tr>
<td>Assessment and Reporting will be based on a balanced approach</td>
<td>In practice this means that teachers:</td>
</tr>
<tr>
<td></td>
<td>- use a range of assessment methods appropriate to individual needs and levels of schooling;</td>
</tr>
<tr>
<td></td>
<td>- assess students as individuals and as members in a group; and</td>
</tr>
<tr>
<td></td>
<td>- place emphasis on both theoretical and practical assessments.</td>
</tr>
</tbody>
</table>
Assess and Reporting must be manageable

In practice this means that teachers:
- plan in consideration of other school activities when arranging the assessment and reporting programs; and
- develop assessment plans that are realistic and meet the needs of students and teachers.

Assess and Reporting must be fair and equitable

In practice this means that teachers:
- use assessment and reporting methods that are fair, sensitive and broad enough to cater for differences in gender, culture, language, religion, socio-economic status and geographical location; and
- take into account special needs of individual students.

Assess and Reporting must be valid and reliable

In practice this means that teachers:
- use a variety of strategies to assess and communicate the range of student achievement described in the syllabus outcomes;
- gather a range of suitable evidence to make accurate decisions on students’ achievements; and
- develop assessment activities that are integral to teaching activities and learning outcomes and appropriate to different subjects and levels of schooling.

Think about your own practice in the light of each principle. Which principles are new to you?

- Compare these principles to ‘Effective and informative assessment (and reporting) practice’ on pages 50-56 of Module 1. Make three comparisons between them.

Hint: The principles described above and the features of effective and informative assessment practice described in Module 1 are similar in many ways, even though they’re set out in different ways. When you compare them, first look at the statements in the left-hand column in the above table. In what ways are they similar to and different from the features described in Module 1? If you are not sure, refer to the right-hand column of the above table, as well.
5. Do I need to plan special assessment tasks to assess learning in upper primary years?

You don’t need to plan special assessment tasks or activities if the tasks you use are consistent with the learning outcomes in the syllabuses. If they are not, then you may need to modify the ones you use or construct new ones.

What is being suggested in the syllabuses and teachers guides is that assessment needs to be continuous and as much as possible part of the teaching and learning activities.

In assessing, it is important to collect achievement information
• in the context of the work the students are doing
• over time
• using a range of assessment methods and tasks.

6. How often should I assess?

It is hard to answer this question. One answer might be: as much as you need to make an on-balance decision. It helps to remember that you need to gather information about significant points of growth in student learning. For example, you don’t need large amounts of evidence that a student can add and subtract whole numbers once they have gone beyond this stage. You may need to collect more information, however, to know they can add and subtract fractions or decimal numbers, if that is the next significant point of growth. Later on other new information will be sought.

To make assessment more efficient, you can collect assessment information across more than one subject, using one piece of work. For example, you could use an English procedural text or a scientific report genre to gather assessment information in Science, Language and possibly Mathematics. An oral presentation could also give extra information in Language.

One piece of work is not enough to give an overview of the student’s achievement. If you put it together with other pieces, it can help you make on-balance judgements. It’s a good idea to use several samples of work to inform your decisions about a student’s progress. Say you have a student who shows, through several pieces of work, that she or he can write a procedural text fairly well but is not proficient at spelling. You would probably say to the student that she or he can write a procedural text, but that he or she needs to work more on spelling. This is an on-balance decision because it shows what the student can do as well as where he or she needs to focus. It doesn’t simply fail the student for poor spelling. On-balance decisions are made using all available evidence on hand. It is not a prediction of the potential of a student, but a decision about what that student can do.

7. How do I assess how students are thinking?

Important questions in this area are: What ideas, pictures and understandings do students carry in their heads? How do they solve problems? What steps do they follow?
You need to give them opportunities to explain their understandings of what they are learning and their thinking processes. Investigations, open-ended tasks and problem-solving activities can all give students the opportunity to show their thought processes, knowledge base and conceptual understandings.

8. What do the syllabuses provide?

The syllabuses provide us with a clear focus for assessment. They provide a framework to help make sure that teaching programs and strategies have focus, scope and balance. Being able to identify syllabus outcomes in units, topics, themes or sub-themes allows you to make sure that the achievement information you collect builds a balanced and focused picture of students’ progress in each subject.

This means that you can feel confident
- about the breadth of the knowledge and achievement information you collect on students’ abilities and achievements
- about assessing and identifying abilities and achievements across a number of grade levels within one group or class (especially in a multi-grade situation)
- that your assessment of short-term objectives at unit or theme level will link to the long-term outcomes for the year
- about the judgements you make about the students’ progress against the outcomes, at the end of the semester or year, because your judgements are based on relevant, accumulated knowledge of your students.

Before your students can have quality assessment or quality learning, you, the teacher, must know and understand what they need to know and do. This is why the curriculum intentions described as outcomes are the foundations of good teaching, learning and assessment. However, you need to understand what the outcomes really mean.

The message in the teacher guides and in the in-service unit is that any planning a teacher does needs to be holistic.

Now that we have explored common questions about assessment, re-visit your responses on pages 4-5 and reflect on them.
Section 2: How is assessment evidence collected?

You should use a wide range of assessment methods to diagnose each student’s learning needs and the progress the student is making.

Keep in mind the implications of using a limited set of assessment methods for some students. Students may be disadvantaged if the only method you use is ‘paper and pen’. Students learn in different ways through their senses and thinking processes; this means that students should have a number of opportunities in different contexts to demonstrate their learning.

**Methods of assessment**

Methods of assessment include various ways of getting evidence of students’ learning formally and informally. Teacher assessment is enriched by student self- and peer assessment. Schools plan an assessment and reporting policy, which states the range of methods of assessment and reporting to be used in each subject.

All lower primary syllabuses and teacher guides encourage a variety of assessment methods. The mind map on page 11 of Module 1 summarises them. But that list is not exhaustive.

Some assessment methods that are being promoted in this unit are:
1. observation of students’ performance (practical assessment)
2. observation and analysis of processes and products
3. portfolios
4. written responses including tests
5. self-assessment
6. peer assessment.

Look at your class program over a term in recent times. Think about how often you used the six methods listed here.

If you are a supervisor, look at a teacher’s program to see how often these methods were used in that program. Use this table to record your findings.

Revisit the table when you have worked through to the end of this section.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency (how often was it used?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of students’ performance</td>
<td></td>
</tr>
<tr>
<td>Observation and analysis of processes and products</td>
<td></td>
</tr>
<tr>
<td>Concept maps</td>
<td></td>
</tr>
</tbody>
</table>
Now we’ll explore each method in detail. Work through the following pages with a colleague.

1. Observation of students’ performance (practical performance)

Performance assessment is the gathering of information about student learning, based on what students demonstrate they can do. Performance assessment has two parts. The first part is a clearly defined task, and the second part is a set of clear criteria to assess performance.

As a teacher, you are in a strong position to observe student performance on a range of learning outcomes and in a range of contexts. So it is important to make sure that the assessment methods you use are appropriate to the outcome or outcomes you are assessing.

A range of syllabus outcomes may be best assessed using observations. For example:

- assessing performance in Physical Education, Dance and Drama (such as athletic and dance sequences, and in Drama such as role play)
- observing investigative skills in Science (such as simple experiments, problem solving activities)
- using equipment in Arts
- working in groups in Making a Living
- assessing stages of construction of an artifact in Arts
- oral presentations (such as debates in English or a vernacular)
- prepared responses (such as talking to concepts maps or flow charts, in any subject or across subjects).

Teacher observation may be either structured or unstructured.

In structured observations you focus on set aspects of the outcome(s) during a task. The criteria for the task are clear, and the students’ performances are formally recorded on a proforma or template or checklist.

<table>
<thead>
<tr>
<th>Portfolios</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written responses</td>
<td></td>
</tr>
<tr>
<td>Self-assessment</td>
<td></td>
</tr>
<tr>
<td>Peer assessment</td>
<td></td>
</tr>
</tbody>
</table>

Hint: Each method can take many forms, so bear this in mind when grouping tasks into particular methods. The upper primary syllabuses and teachers guides can help you with this.
Unstructured observations can happen at any time. They can vary in nature. For example,
- a short discussion you have with a group or an individual
- questions a student asks in class
- responses to your questions

may all let you observe students’ knowledge, skills and understandings.

Performance assessment tasks give you a valuable way of integrating teaching and learning with self-, peer and teacher-assessment. When preparing students to work on a performance task, you must clearly discuss with them

- what the task involves
- which outcomes are to be assessed
- what standards (criteria) will be set for assessing their performance.

It may be useful to develop some of the criteria with the students. We will talk more about self-assessment and peer assessment later on in this module.

**How can your observation be made more useful and accurate?**
You can improve the usefulness and quality of information you get from day-to-day observations of student performance by

- observing all students in a class over a period of time; target only two to three students each day
- focusing your observations on a range of learning outcomes recording what you observe in a systematic way.

**Now reflect on your own practice:**

- Is ‘observation of students’ performance’ an assessment method you use?

- How often do you use this method?

- When you observe, is it usually done formally or informally?

- Do you do this with or without a recording sheet or checklist?

**Look at one of your structured recording sheets (or one from a colleague).**

- Compare it with the example below. Are the features the same or different?

(If you do not have a structured recording sheet on hand, simply identify the features of the sample sheet below.)
Sample recording sheet
Subject: Arts
Strand: Dance and Drama
Sub-strand: Creativity

Teacher Observation Sheet for Whole Class

<table>
<thead>
<tr>
<th>Syllabus outcome:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.2: Create dance or drama in traditional styles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for observation (negotiated with students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  applies traditional movement with appropriate rhythm and pace</td>
</tr>
<tr>
<td>B  acts out stories from village with expression</td>
</tr>
<tr>
<td>C  dances with group in traditional ways</td>
</tr>
<tr>
<td>D  mimes traditional and legendary stories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>25/3</th>
<th>8/4</th>
<th>16/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kila V</td>
<td>A/C</td>
<td>A/C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Soi P</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annette A</td>
<td>A/B/C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly E</td>
<td></td>
<td></td>
<td></td>
<td>B/C</td>
</tr>
</tbody>
</table>

Hint: Does your recording sheet (or your colleague’s recording sheet) identify syllabus outcomes, criteria for observation, dates when observations were made?

• Look at the Sample Recording Checklist on page 20 of the Personal Development Teachers Guide.

Just above the checklist the assessment criteria and the codes are provided. The codes are additional information about the quality of the evidence.

Modify the example of recording sheet on the previous page to include the code:

- met the criteria to a high standard
- met the criteria to a satisfactory standard
- needs further work to meet the criteria

or design a new recording sheet for Outcome 6.2.2 of the Upper Primary Arts Syllabus. This recording sheet should include criteria as well as the code.
• Now look at an example from Lower Primary Physical Education Teacher Guide, pages 28-32. Focus on Step 7 on page 30.

Four areas are identified for observation. These are passing, dribbling, throwing and heading. A checklist is developed to record observation, using a scale of 1 to 3.

• Design an assessment task, including criteria, using on observation of student performance for Outcome 5.3.2.
2. Observation and analysis of processes and products

Products are items that students make, usually in subjects such as Making a Living and Arts. Examples include items of food and clothing, pieces of artistic work (such as drawings, paintings, sculptures) and articles made of wood, stone and ceramics. Product assessment judges how well students use the processes and tools for making products (for example, design and production processes) as well as the practical and/or aesthetic qualities of the products themselves.

Examples of ‘processes and tools’ assessment might include assessing a student’s abilities to use a range of drawing techniques; to use carving tools safely; to make a bamboo comb or make a head dress with natural materials; or to build a box or a bench which is both functional and aesthetically pleasing.

Most student work leads to an end product. An essay or a project, or a portfolio of work, for example, is the end product of a process that may involve planning, collecting and analysing information, drafting and revising. A music or dance performance is the end product of a process that may involve planning, refining and evaluating. We use the term ‘product’ to mean all of these.

This assessment method focuses on the learning processes and the end products. The method can be structured or unstructured. You need to make sure that your methods relate to syllabus outcomes. The methods and tasks signal to the students what is important for them to learn.
Observe and analyse processes and products let students to be involved in their own learning through self- and peer-assessment strategies and tasks. They can extend their learning by assessing processes and products. The products may include writings, drawings, big books, models, artwork and portfolios.

The processes may include interview, learning logs or diaries, reflective writing, KWL and Do-Talk-Record activities, plans and drafts of particular tasks.

The Making a Living Teachers Guide (on pages 41-55) provides examples of the points described above. In each of the samples the knowledge, skills and attitudes that contribute to the processes and products are identified.

Let us focus on Sample 2: Project Unit – Making a desktop cover (pages 43-46).

Take a quick look through these pages. On page 44, you see the knowledge, skills and attitudes inherent in the outcome 6.2.4. On page 45, three assessment tasks are identified. These are:

- scale drawing of the frame
- analysis of students completed timber frame
- analysis of the desk top cover.

On page 46, in the table at the bottom of the page, the criteria for each assessment task are identified along with how student achievement will be recorded.

• Read pages 43-46.

Now let us look at another example of ‘observation of products and processes’. Go to ‘Sample unit of work’, pages 28-31, Lower Primary Arts Teacher Guide. The sample unit is developed holistically.

• Read pages 28-31. Focus on ‘Processes for developing assessment tasks for units of work’. It provides a seven-step approach.

• Does this make sense to you? Does it seem logical to you?

An assessment task identified here is ‘Plan and make big or small books about different features of a region in groups (V/E)’.

The task implies a process and a product.

• Do you see any evidence of the criteria for the process? If yes, what are the criteria?

• If no, identify some criteria for the process of planning?
Unit 7 Assessing and Reporting Achievement of Outcomes

Reflect on the following.

• Is ‘observation and analysis of products and processes’ an assessment method you use?

• Is this your main assessment method?

• How often do you use this method?

• Do you use a checklist or a list of criteria for recording what you observe?

Look at one of your structured recording sheets (or a colleague’s) for analysis of a product.

• Compare it with the example on page 20. Are the features the same or different? (that is, does the recording sheet identify syllabus outcomes, criteria for observation, dates when the observations were made, and so on?)

If you don’t have a structured recording sheet to hand, just identify the features of the example below.

In this example of an assessment task, students were asked to: make up a game that combines skills you learnt as a child and what you learnt and like now. (One of the suggested activities on page 31 of the Personal Development Teachers Guide)

Here students were asked to design, present and play a modified childhood game. This was completed as part of a unit of work in Personal Development. The areas to be assessed were discussed, modelled and practised.

Subjects: Personal development and Language
Personal Development Strand: Movement and Physical activity
Sub-strand: Movement skills
Outcomes:
7.2.1 Link a series of locomotor and non-locomotor skills using equipment in games and sports
7.2.4 Develop procedures for dealing with unsafe and emergency situations

Language Strands: Speaking and listening and Writing
Outcomes:
7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in formal and informal school contexts and the wider community
7.3.4 Assess the relevance, appropriateness and quality of their own writing in relation to purpose and audience
 TASK DESCRIPTION

Make up a game that combines skills you learnt as a child and what you learnt and like now (Grade 7)

Part 1 – Practical Component (provides opportunity for self-assessment)

The presentation should include:
- an explanation of the game, linking it with the childhood version
- position of players
- requirements – equipment, number of players
- rules and tactics
- skills expected
- safety requirements
- scoring system

Part 2 – Written component (150 words) (provides opportunity for self-assessment)

Each student is required to submit the task in a written format. This should include:
- an explanation of the game
- a procedural account of the rules
- team’s involvement (roles and responsibilities, leadership, planning, consideration of safety aspects and task break up)
- list of risks involved and how to avoid them
- own and group evaluation of presentation to the class
- identify an unsafe scenario and provide a possible set of procedures to deal with it

Part 3 – Play the game (provides opportunity for peer assessment)

Another group plays the game using the rules and scoring system

Preparation

Divide the class into small groups
Outline the task and describe the components of tasks
Review the assessment criteria with class and outline teacher expectations

Assessment criteria

<table>
<thead>
<tr>
<th>Communication</th>
<th>Moving and performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactivity</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Planning</td>
<td>Enjoyment</td>
</tr>
<tr>
<td>Awareness of safety issues and safe behaviours</td>
<td></td>
</tr>
</tbody>
</table>
### Marking criteria: Practical component

<table>
<thead>
<tr>
<th>Names:</th>
<th>Date assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
1 Strongly agree  
2 Agree  
3 Disagree  
4 Strongly disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The explanation of the game was clear and concise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Modifications and rationale were clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Roles and responsibilities were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Each group member shared equally in the Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The presentation was well planned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Group demonstrated the skills of the game competently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The game was novel and interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The rules were well developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The rules had purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tactics were included in the presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The other students reacted positively to the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Any unsafe situations were handled well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
### Marking criteria: Written component

**Name:** ..................................................  
**Date assessed:** ....................

**Key:**  
1 Strongly agree  
2 Agree  
3 Disagree  
4 Strongly disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explanation text type (genre) was used for game description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Procedural genre was used for outline of rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communication skills were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interaction skills were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Group reflection comments were presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Own personal reflection comments were presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Marking criteria: Play the game

**Names:** ..................................................  
**Date assessed:** ....................

| Key:  
1 Strongly agree  
3 Disagree  
2 Agree  
4 Strongly disagree |
|-----------------------|-------|------|------|------|

<table>
<thead>
<tr>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rules made sense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Group tactics worked well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Game was very interactive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Game was very challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Equipment was easily found</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Equipment was safely used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Enjoyed the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The game developers are to be commended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Write a comparative statement or two about the features of your recording sheet or your colleague’s and the one presented above.

The Lower Primary Physical Education Teacher Guide on pages 14-15, explains ‘Analysing students’ products’.

Read pages 14-15.

Reflect on the usefulness of the ideas presented.

3. Portfolios

Practically all syllabuses and teacher guides identify portfolios as an assessment method and a recording method.

In upper primary Science, they are discussed in the context of focused analysis. (page 22). Here the suggestion is that a portfolio may include diagrams, maps, drawings, sketches, assignments, journal entries and other items of written work.

The suggestion in upper primary Arts is that students’ work should be collected in a folder as evidence of achievement of outcomes. The folder could contain students’ class work, involving planning and organisation, drafts and completed work, with related work such as checklists, schedules, exercises and reports. (page 11)

The Upper Primary Mathematics Teachers Guide provides useful information about portfolios under the heading profiles on page 15. One important suggestion is that in maintaining a portfolio retain only the best and the latest version of the student’s work. To this we may add: retain only evidence of significant points of growth in relation to outcome(s).

The Upper Primary Social Science Teachers Guide describes a student folio as a collection of student’s work assembled over a period of time. It may include day-to-day tasks, work produced for assessment or selections of a student’s best work showing effort, progress and demonstration of learning outcomes. (page 19)
The Making a Living Teachers Guide provides similar advice and information on page 72.

The lower primary teacher guides make reference to portfolios as a way of recording student assessment information.

A portfolio is then a collection of student work or evidence of student progress (for example, it may contain a completed observation checklist, teacher’s comment on learning progress, records of interviews, assignments, etc.) that shows that learning has taken place.

A portfolio must have a clear purpose linked to syllabus outcomes.

A portfolio can be short term (for example, covering a unit of work based on a theme or organizing idea) or long term (for example, covering a grade or year of work). The students, the teacher or both the teacher and student together manage it. They decide which pieces to retain and which to cull. This would depend on the purpose for which the portfolio is to be used. But as a rule of thumb only the best, the latest and the most significant pieces of information are kept.

**The purpose of portfolios**

Portfolios show student learning in a range of contexts. They offer teachers, students, and parents a broad view of student learning by showing the learning process as well as students’ final products.

You begin the process of portfolio assessment by identifying the purpose and audience for the portfolio. You may choose from several reasons for establishing a portfolio, for example,

- to make assessment decisions
- to monitor student progress
- to encourage self-reflection.

For teachers, portfolios:

- integrate assessment and reporting with teaching and learning
- help build collaboration with students and parents
- give real examples of student work that have clear, direct links with syllabus outcomes, as evidence for assessment decisions
- give evidence to support reports
- give information on student progress and achievement to help inform ongoing teaching and learning
- help diagnose areas of strength and areas needing support.

Portfolios help students:

- monitor and reflect on their learning
- monitor progress
- see achievement
- to become responsible for their own learning.

If you haven’t used portfolios before in your work situation, introduce them gradually and develop their use, over time.
What goes into a Portfolio?
A well-planned portfolio can show that particular syllabus outcomes are achieved. This will come from a range of tasks. Portfolios help students to reflect on their learning and judge themselves as learners. Because it contains a wide collection of a student’s work and includes self-assessment evidence, a portfolio can give a detailed picture of student progress over time. It can also help you to judge achievement and decide about ongoing instruction.

Deciding on the contents
A challenge is to find a suitable balance between student and teacher control of the portfolio. Who will select pieces of evidence to go in the portfolio? Will you and the student select them collaboratively?

For example, a picture book assignment in English may include all evidence from draft notes, teacher observation, final product and self-, peer- and teacher-assessment. Or you may want to include specific types of tasks in the portfolio; or ask students to justify selecting certain pieces of work through self-assessment. Both you and the students should ask yourselves how each piece adds information for the purpose for which the folio is being developed.

Portfolio assessment
Different kinds of portfolios give different kinds of evidence of student achievement.

If you want the portfolio to collect student products (that is, it acts as a summative tool), then you and the students may assess individual pieces of work or assess the complete portfolio holistically, against set syllabus outcomes and criteria.

If the purpose of the portfolio is to monitor progress and student achievement, then portfolio assessment may be an informal process with a few selected pieces of evidence being formally assessed and compared with previous work.

As you can see, then, the portfolio is both a tool for collecting and containing evidence and a tool for judging student achievement and progress.

Although there is no single correct way to develop a portfolio, in all of them students are expected to collect, select and reflect. Early in the school year students are encouraged to consider:

- What would I like to re-read or share with my parents or a friend/peer?
- What makes a particular piece of writing, an approach to a mathematics problem, or a write-up of a science project a good product?

To see what a general portfolio might contain, look at the following diagram. You will need to talk with students at all stages of building a portfolio about what should go into it.
Module 2

Are we accurately assessing student learning?

Unit 7
Assessing and Reporting Achievement of Outcomes

Module 2

Unit 7
Assessing and Reporting Achievement of Outcomes

A r e  w e  a c c u r a t e l y  a s s e s s i n g  s t u d e n t  l e a r n i n g ?

Page 27

Test results

Pictures and diagrams

Awards

Observations
Records of interviews

Drafts of selected work

Music/Performances

Research

Discussion - before, during and after folio formation

Audio and video tapes and photographs

Draft 1
Draft 2
Draft 3
Final copy

Peer and self-assessment

Drafts of selected work

Journal and reflective writing
Now list six points that you have learnt about portfolios.

Design a portfolio for a specific purpose. Choose your purpose. (see page 27 of this module or one of your own)

- Draw a diagram (as in the example above) and indicate on it what kinds of information should go into the portfolio. Show on your diagram who will choose each item (teacher? students? both jointly?).
The proforma here may help you plan the kinds of evidence you want to put in the portfolio.

<table>
<thead>
<tr>
<th>Portfolio Planning Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>Purpose:</td>
</tr>
<tr>
<td>Guidelines:</td>
</tr>
<tr>
<td>Evaluation criteria:</td>
</tr>
<tr>
<td>Reflection activities:</td>
</tr>
</tbody>
</table>

4. Written responses including tests

A common way to assess is to give a series of questions or prompts, then use written responses as evidence of individual levels of knowledge, competence, understandings or attitude. These are called ‘pen-and-paper’ assessment formats.

The types of formats can include, for example:
- multiple-choice
- short-answer
- long-answer
- true-false
- matching items
- cloze items
- essay
- Likert-style questionnaire
- prompted self-reflections
- tests
- concept maps/mind maps
Let’s look at a range of these formats and the kind of information each collects. Ten formats are presented in alphabetical order.

**Cloze Procedure**

In cloze procedure, students complete a text from which words have been deleted. In traditional cloze, the part of a text is left intact to set the context for the reader. Then every fifth or tenth word is removed. In modified cloze, a particular word or phrase is removed to assess, for example, a student’s comprehension or knowledge of syntactical structures of English.

Here is an example of cloze procedure to assess reading comprehension.

*Extraction from text:*

‘Snake!’ Kila’s mother yelled.

It was the first day of the family’s visit to the village.

With one hand his mother grabbed up the baby from the grass by the house. With the other she grabbed the stick of an umbrella. ‘Keep back’ she called out as Kila ran towards the house.

Kila laughed and ran into the house. ‘It is only a lizard. I saw it walking through the grass.’

*Complete this paragraph.*

It was the first day of the family’s visit to the village. Something crawled into the house and …………………… thought it was a snake. Mother grabbed up the baby because she thought the snake might ………………….. Kila laughed because he knew the animal was a ………………….

The Upper Primary Language Teachers Guide provides an example of this on pages 43-44.

Another example of a cloze test is shown below: This task assesses students’ understanding of cohesion through using pronouns to refer to established participants in a text.

There was once a frog who dreamed of becoming someone special, someone brave and noble. __________ wanted to be king, but __________ knew that such a thing could never happen to ______ while ___ lived in a lily pond. So ________ ventured forth into the world to find a princess. For, like all frogs, __ had heard the story of the princess whose kiss of love had changed a frog into a handsome prince. ______ wanted to meet _______.
Constructing an assessment task for cloze procedure

1. Decide which outcomes to address.

For example, you can use cloze format to assess reading comprehension, the understanding of scientific concepts, or knowledge of cohesive ties in the construction of text. Choose a suitable text and leave enough text at the start to make the context clear.

2. Leave out the words or phrases that address your chosen outcome(s).

Consider each gap carefully to see how much it disrupts text cohesion and to see how much students will need to refer forwards or backwards to keep the meaning. Use only one or two gaps per sentence. Don’t leave specific clues like ‘an’ before a gap.

3. Provide enough answer space, and make sure that all spaces are of the same length.

Instruct students to read the whole passage before they fill in the gaps, so that they are reading past the gaps to get context clues from surrounding text. Also ask them to re-read the passage when they’ve finished to check that the passage makes sense.

Remind students that more than one word per gap may be missing (if that is the case).

**Construct a cloze test for a specific purpose. Choose a different purpose from the examples provided.**

---

**Concept maps/mind maps**

A concept map is a diagram showing the links between key concepts and ideas. We show the relationships between concepts and ideas with lines or arrows. Other names for a concept map include ‘mind map’, ‘semantic web’ and ‘graphic organiser’, but each of these may contain varying degrees of detail.
We can use concept maps to assess how students represent key concepts, because the maps can indicate the depth and complexity of students’ understandings. It can also assess students' understanding of concepts and the relationships that exist within that concept or across concepts. Assessment criteria usually include the number of ideas generated, the classification of information, and the quality of conceptual links depending on the outcome(s).

Look at this example of a mind map

It was produced by participants responding to the question: ‘what would happen if the world supplies of oil ran out?’

You can see some major ideas – economic, social, scientific and other – in the mind map. The Upper Primary Science Teachers Guide provides two concept maps on page 23 as examples of recording methods when using focused analysis as an assessment method.

Read about focused analysis on page 23 of the Science Teachers Guide.

**Concept mapping: Steps to constructing an assessment task**

1. Decide on the area of knowledge to be mapped.

2. Make sure that students understand the purpose of concept mapping, which is to produce a diagram showing related concepts linked by lines, arrows, and structural organisation.
3. Ask students to complete the map in five steps:
- brainstorm to identify words related to the given concept (or issue or topic)
- classify the words hierarchically, from general to specific
- place the words around the central concept
- draw lines or arrows between related concepts
- add labels to clarify and link the concepts.

Here is an example of a concept map.

A grade 8 class was asked to do a concept map using the concept of ‘changes’ in terms of physical and chemical changes. This is an example from this class.

Now make a concept map of a topic or issue of your own choice, using this five-step approach described in Step 3 above.

Or

Modify the mind map on the previous page to a concept map by adding labels to clarify and link the concepts.
Essay format

Essays are longer responses, which students make to a given topic or ‘prompt’. We can use an essay format to assess a student’s ability to construct a thoughtful response; for example, to develop a logically constructed argument or a narrative with setting, character, problem and resolution.

Essay prompts can be structured (for example, ‘briefly explain’, ‘describe three methods for...’) or open-ended. See below for examples of both structured and open-ended essay prompts.

Example: assessing a logically constructed argument

Structured essay item:
Select one of the following and discuss five social implications of:

a. movement of young people from villages to towns in PNG
b. vernacular education in PNG schools

Keep your answer to half a page.

Open-ended essay item:
Discuss the effects of, and people’s responses to, a major natural event or disaster.

The Lower Primary Language Teachers Guide, on pages 43-44, provides an example of a written response–a report. The criteria and their weighting are clearly identified here.

- Read pages 43-44.

Reflect on the details provided here.

The Lower Primary Physical Education Teacher Guide provides an example of an integrated unit of work on pages 32-36.

An assessment task identified on page 34 is: ‘Write a report to outline four ways to improve and promote safety in different physical activities’.

The Lower Primary Community Living Teacher Guide provides an example of an integrated unit of work on pages 25-31.

An assessment task identified on page 27 is: Write a report about observations of the types of services available for people in the community, include drawings and diagrams.

The Lower Primary Environmental Studies Teacher Guide provides an example of an integrated unit of work on pages 37-45.
An assessment task identified on page 40 is: Write a report summarizing natural and built changes and explain their impact on the environment and the community.

The Lower Primary Mathematics Teacher Guide provides an example of an integrated unit of work on pages 37-41.

An assessment task identified on page 39 is: Write a descriptive text about a plant or an animal from the local environment.

Read about the above example and reflect on the nature and context of the tasks and their assessment criteria.

- Are they examples of structured or open-ended tasks?
- What makes each of the tasks suitable for their context?

Steps to constructing a task in the essay format

1. Decide which outcome(s) you want to address.

For example, if the subject area is Language, you will perhaps use the essay format to gather evidence of students’ control of text features (the quality of ideas and sense of audience and purpose) and/or of language features (control of spelling, punctuation and grammar).

See the criteria sheet on page 48 of the Language Teachers Guide.

2. Make the prompt as clear as possible, and make sure you direct students towards demonstrating the relevant outcome(s).

For example, if you are assessing a student’s control of the text features of narrative form, make sure the prompt directs the student to develop a narrative and not a recount or an exposition.

3. Make sure that the prompt demands only the knowledge or skills that are important to your purpose.

For example, if you are assessing students’ abilities to construct a logical argument, make sure the prompt doesn’t ask for knowledge that is outside their experience. Grade 6 students may be able to respond to the question ‘Should pet dogs be kept inside at night?’ but not be able to construct an argument about the merits of old age pension.

If the outcomes to be addressed do require students to demonstrate a knowledge base, make sure the task requires students to show command of essential knowledge.
4. Make sure also that the prompt is open enough to allow students of different cultural and language backgrounds and different levels of ability to engage with the task.

5. Make sure students understand what is being assessed. Make clear the criteria and the standard.

For example, if you tell students that you are assessing only their understanding of certain scientific concepts, then it is not ethical if you take off marks for poor spelling, punctuation or handwriting.

- Test the question you set for your students to do by writing an ideal answer to it.

**Construct an assessment task in the essay format, selecting a suitable outcome (or a cluster of outcomes) from the Personal Development Syllabus.**

**Investigations**

Investigations are open-ended tasks that require students to use familiar concepts and skills to investigate unfamiliar situations. Students doing pen-and-paper investigations provide written reports of their findings. We often use investigations to assess students’ mathematical and science-related understandings, their ability to solve problems and use mathematical and scientific language. Here is an example of a simple mathematics investigation:

Example 1:

Use pieces of wood or cardboard squares to investigate a square, a larger square and a still larger square.

What patterns can you see?

What other shapes can you make with squares?
The Worked Examples for Mathematics Outcomes, Upper Primary, 2003 provides ideas for mathematics investigations.

Mathematics outcomes 6.2.5, 7.2.5, 8.2.5, 6.2.6, 7.2.6, 8.2.6 and 6.2.7, 7.2.7 specifically and some other outcomes lend themselves for investigations. Examples of investigations based on the listed outcomes are found on pages 61-77 of this document.

Example 2:

On page 26 of the Science Teachers Guide you’ll find an example of a short-term open investigation in science.

The outcome being considered here is: 6.4.1: Investigate the Earth’s structure and describe the formation, composition and the cycling of rocks.

The end point of the investigation is a labelled model of the Earth’s structure (or perhaps a poster showing a range of diagrams and brief notes to meet the assessment criteria).

The assessment criteria:
- Label in correct order the layers of the Earth
- Draw a rock cycle correctly naming each step of the cycle in the right sequence
- Identify three ways rock is formed: sedimentary, metamorphic and igneous rock
- Describe using appropriate terminology the formation of sedimentary, metamorphic and igneous rocks
- Identify the mineral composition of three local rock samples.

Examples of investigations in science are experiments, demonstrations, excursions and research.

The Science Teachers Guide offers three approaches to planning an investigation. These are:

Approach 1: the 5 Es – engage, explore, explain, elaborate, evaluate
Approach 2: the interactive approach – preparation, exploration, students’ questions, investigations, reflection
Approach 3: predict, observe, explain.

These are discussed on pages 8-12. Sample student worksheets are found on pages 16-18.

The Environmental Studies Teacher Guide, on pages 11-12, identifies the Environmental Studies process of tuning in, preparing to find out, finding out, sorting out and presenting, making connections and taking action. This process is of an investigative nature.

An example of an investigation is provided on page 13. Excursions and field trips, described on pages 16-17, lend themselves to applying the Environmental Studies process.
Outcomes in the strand: What’s in my environment? can all be addressed through investigative methodology.

Investigation in Making a Living requires students to assess the nature and circumstances of the problems or needs. Students gather information to analyse the problem from social, economic, technological and ecological perspectives.

Pages 37-58 of the Making a Living Teachers Guide provide some examples of units of work. These units of work integrate the process skills of Making a Living – Investigating, planning and designing, making or producing, marketing or using and evaluating.

Example 3 focuses on the investigating component of Sample 2: Project Unit – Making a desktop cover. This is found in the second column of the table on page 45. Here investigation is not an end in itself; it provides the basis for the next stage in the project – planning and designing.

The Social Science Teachers Guide explains the process strand for social science on page 20. It is recommended that in this subject knowledge, skills and understandings are to be developed through the process strand using integrated projects.

The social science process has three components:
- See – gathering information
- Judge – Evaluation or judging or analysing
- Act – presenting information or taking action.

Example 4, on pages 33-38, provides a sample plan that integrates three Grade 6 outcomes 6.1.1, 6.1.2 and 6.1.3. You see here how the process strand can be applied.

The Community Living Teacher Guide, on pages 10-11, outlines the Community Living process–gathering information, analysing, evaluating information and making judgements and presenting information and taking action on the new information. This process lends itself to students conducting investigations.

Community Living outcomes 3.1.1, 4.1.1 and 5.1.1 and 3.1.2, 4.1.2 and 5.1.2 may be taught, learned and assessed through investigations.

Reflect on how you would plan an investigation across two subjects such as Science and Social Science or Environmental Studies and Community Living where different processes are being recommended for carrying out investigations.

- Is the process of Science radically different from that of Social Science?
- Is the process of Community Living radically different from that of Environmental Studies?
• Is it necessary to use one or the other of the processes?

• Can they be combined to develop a new model that satisfies both subjects when integrating?

**Construct an investigation based on a group of related outcomes from Science, Social Science and Language for a Grade 7 class.** (See pages 47-49 of the Social Science Teachers Guide for ideas.)

---

**Likert Scales**

Likert Scales are often used as the answer format in questionnaires designed to assess opinions, attitudes, values and interests. A Likert Scale consists of a range of responses, for example *Strongly Disagree*, *Disagree*, *Agree* and *Strongly Agree*. Respondents choose one response to each question.

Rating scales of 4 points are better than 3 or 5-point scales because they force you to decide, instead of choosing the neutral, easy mid-point (such as ‘not sure’). This strategy is not appropriate for assessing knowledge or skills, but is appropriate for assessing attitudes or behaviour.

Look at this example of a Likert Scale designed to assess students’ levels of ‘conscience’.

<table>
<thead>
<tr>
<th>Students can respond to questionnaires of this nature anonymously. That is, they are not asked for their name. The students record their responses to each statement using a 4-point rating scale ‘Strongly Disagree (SD), ‘Disagree’ (D), ‘Agree’ (A), ‘Strongly Agree’ (SA).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would feel bad if I had stolen something</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If my friends were planning to steal, I would try to talk them out of it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rather do my own work poorly than cheat and do well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Another example of a Likert Scale is found on page 16 of the Personal Development Teachers Guide.

All subjects lend themselves to the social development of students and therefore to assessment of attitudes. Development of socially responsible attitudes and values and actions are critical to integral human development.

**Construct a Likert Scale of three or four statements, using a 4-point rating scale to assess students’ attitude to litter in the playground or the logging of PNG forests.**

---

**Matching items**

Matching items consist of two lists: a list of premises and a list of responses. The directions explain how to match the two lists.

Matching items are often used to assess ability to recall knowledge and to understand relationships; for example, to recall terms and their definitions or to understand principles and illustrations.

Here is a simple example.

---

*Column A lists features and Column B lists planets. Match the features with the planets by drawing a line from the feature to the planet that the feature describes.*

*A planet may be used more than once.*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closest to the sun</td>
<td>Earth</td>
</tr>
<tr>
<td>Farthest from the sun</td>
<td>Jupiter</td>
</tr>
<tr>
<td>Largest planet</td>
<td>Mars</td>
</tr>
<tr>
<td>Has many moons</td>
<td>Mercury</td>
</tr>
<tr>
<td>Smallest planet</td>
<td>Neptune</td>
</tr>
<tr>
<td>Third planet from sun</td>
<td>Pluto</td>
</tr>
<tr>
<td></td>
<td>Saturn</td>
</tr>
<tr>
<td></td>
<td>Uranus</td>
</tr>
<tr>
<td></td>
<td>Venus</td>
</tr>
</tbody>
</table>
Construct an assessment task of Matching Items for a Grade 7 class to assess students’ understanding of locally available food and nutrition (Outcome 7.4.5 of Personal Development)

Construct an assessment task of Matching Items for a Grade 4 class to assess students’ understanding of relationship between the living and the non-living world (Outcome 4.1.3 of Environmental Studies)

Multiple-choice format

Multiple-choice items have a question or incomplete statement followed by a series of alternatives. Students choose one alternative.

Sometimes the alternatives offer the student several plausible answers and the right answer (‘key’) is the most plausible one. Sometimes the alternatives to the key are wrong, although they will seem plausible to some students.

We often use multiple-choice items to assess knowledge of factual information or literal comprehension or to assess complex reasoning skills and sophisticated understandings. In the example provided below, students need to reason logically to answer the question. Multiple-choice items can be criticised as ‘not authentic’ because students don’t have to create an answer to them. This very feature, however, can help us to assess subtle understandings before students are able to express those understandings in writing.

Multiple-choice items are the most difficult to write well.

Multiple-choice items can also be criticised because assessors don’t have to use judgement when assessing students’ answers. This is true. A judgement about the correct answer has been made during the construction of the item.
Example: Assessing logical reasoning

Freda set out to make a clay brick to take to school. She dug up some clay, shaped it into a block and put it in the sun to dry. When she checked it, it broke very easily. So she tried again adding some crushed dry leaves to the clay and drying it in the sun as before. The dry leaves did not help much. So she tried a third time by adding some dry grass and crushed dry leaves together to the clay and dried it in the sun as she had done previously. The brick was stronger than the previous attempts, but Freda was not happy. So she tried again, this time adding only dry grass. She found this the strongest brick of all.

Which one of the following is the best conclusion about the strength of the brick? (tick the correct answer)

The strength of the brick was due to the addition of

- both the dry grass and the dry leaves together
- neither the dry grass nor the dry leaves
- either the dry grass or the dry leaves
- the dry grass by itself

Construct a multiple-choice assessment task to assess an outcome in the Upper Primary Mathematics Syllabus.

Construct a multiple-choice assessment task to assess an outcome in the Lower Primary Physical Education Syllabus (eg. Strand: Safety, Sub-strand: Keeping safe).
Retells or recounts

In a retell or recount, the students have to relate, in their own words, something they have viewed, read or heard. Students doing 'pen and paper' retells give their response in writing.

Retelling as part of the assessment process provides valuable information about literacy development. Retells can provide information about:
- students’ prior knowledge,
- students’ behaviour during reading, writing and sharing time,
- knowledge of text structure,
- knowledge of the language features of the text,
- knowledge of language conventions – punctuation, syntax, spelling,
- knowledge of ideas from the text,
- knowledge of technical language.

Retells can be assessed for:
- meaning – ideas, clarity, relevance
- organisation – sequence, unity between the parts
- conventions – punctuation, spelling, vocabulary
- cognitive abilities – to infer, to predict, to analyse and evaluate.

(Extracted from page 42, Upper Primary Language Syllabus)

Here is a simple way of planning a retell to look for sequence and unity between parts. You could give this (or something similar) to your students to help them plan their retell. You could set criteria for assessment. The presentation can be oral or written.

<table>
<thead>
<tr>
<th>Retell Planner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When?</strong></td>
</tr>
<tr>
<td>On the weekend</td>
</tr>
<tr>
<td>While in the village</td>
</tr>
<tr>
<td>On the weekend</td>
</tr>
</tbody>
</table>

On the weekend my father, sister, grandfather and I went to visit some relatives in the next village. While in the village…
Construct a ‘retell’ assessment task.

Imagine your class has been to the local coffee, tea, oil palm or cocoa plantation (or another community resource). Think about the kinds of information you would like your students to retell, if you were assessing them for ‘meaning – ideas, clarity, relevance’ or ‘cognitive abilities - to infer, to predict, to analyse and evaluate’.

Short-answer format

In short-answer assessment, or ‘constructed-response’ items, students have to write a brief answer to a question or to finish a sentence.

Short-answer items can be ‘closed’ or ‘open-ended’. Closed items have one acceptable answer only. Open-ended items have more than one acceptable answer. We can use short answer items to assess students’ conceptual understandings as well as their knowledge of facts.

Example 1

You might ask a student to explain the question: ‘Where does the wood go when a match burns?’

Example 2

Prompt for a Maths problem:
Outcomes 6.5.2, 7.5.2 and 8.5.2 from the Patterns and Algebra strand of the Mathematics Syllabus.
Scenario: Two people meet each other and they shake hands with each other. Another person joins them and all three shake hands with each other. A fourth and a fifth person joins the group. Each time they all shake hands with each other.

• Identify the number pattern of handshakes as each person joins the group with the total number rising to six people.
• Draw a picture to go with this scenario.
• Write another number sequence of your own and their possible variations with stories and pictures to go with them.

Example 1 above assesses students’ conceptual understandings in science. Students’ responses will show a range of levels of understanding of chemical reactions and awareness of conservation of matter and energy.

The first part of Example 2 is a specific situation, however, the second part is an open-ended item that allows for several alternative responses.
Construct a short-answer task to assess a student’s understanding of the main features of the local environment (Outcome 6.1.2 or Outcome 7.1.2 or both outcomes together from Making a Living Syllabus).

Self-reflection

Self-reflections are students’ thoughts on their own work and progress. Reflections are often used as a tool to make students aware of their own knowledge, skills, and thinking processes.

Learning logs, checklists (class or individual), reflective journals when completed by students help them to understand how they learn (meta-cognition), what they have learned, and what needs further attention and support.

They are also useful for self-assessment. Students do self-assessment using assessment criteria that have been developed by the teacher or jointly by the teacher and the students. However, self-reflection should precede (that is, come before) self-assessment. (See next page for steps to self- and peer assessment) Teachers sometimes assess students’ self-reflection. However, this is done in a formative sense. Here is an example of a guided self-reflection activity.

Name: …………………………………………………………………………………………………………
Date: ……………………………………………………………………………………………………………
Description or title of work: ……………………………………………
About how much time did you spend on this piece of work?
…………………………………………………………………………………………………………………
Where was it done? (tick a box)
✓ mostly in school
✓ mostly out of school
✓ about half and half
Did anyone help you with it? ……………………………………………………………………………
What is one thing you did well in this work? ……………………………………………………………
What made that part of work so good? …………………………………………………………………
If you could change one thing about this work, what would it be?
………………………………………………………………………………………………………………
Did you like doing this piece of work? (tick a box)
✓ yes
✓ no
✓ somewhat
Construct a self-reflection task for an artefact (such as, a traditional painting, a piece of carving or a head dress) that the students are to make in Arts.

5/6: Self- and peer assessment

Self- and peer assessment help students to understand more about how to learn. Self- and peer assessment encourages them to reflect on their learning by selecting appropriate assessment methods, setting clear assessment criteria and assessing their own and other students’ tasks. Reflecting on their own process of learning helps students develop the skills to become independent learners.

Benefits of self- and peer assessment
Students already understand how assessment works from their out-of-school experiences (such as learning to swim, looking after an animal or a plant, or learning traditional dancing) before they start school. They have relied on this process to learn and improve their skills. Students learn that, to reach a certain standard, they must not only practise their skill, but also risk failing a few times. This process consisting of both self-assessment and using feedback from others, plays a major role in improving their chances of reaching a desired goal.

For teachers, student self-assessment:
- provides an enriching teaching strategy that engages students with their learning
- gives more information to plan teaching and learning to meet individual student needs
- helps set realistic objectives for students
- gives an insight into individual learning process
- gives information to evaluate own teaching program.

Self-assessment helps students by:
- making assessment part of the learning process
- identifying their strengths and areas for improvement
- actively encouraging them in the assessment process
- making the assessment criteria clear for their parents and peers
- helping build self esteem through a realistic view of self worth.
Getting started - making assessment criteria clear.
If we want students to show their learning clearly, we need to plan assessment methods that directly link to end points of learning (that is, to syllabus outcomes) and that involve students in all aspects of assessment.

In a well designed task, students will clearly understand what they are expected to know, be able to do and understand, as well as how they will be assessed. If students are actively involved in the process, it will help them to focus on their learning and monitor their own progress. If students can successfully design assessment criteria, then they have at least shown an understanding of task requirements. Those students who complete a task in a variety of imaginative and interesting ways but then have to depend on only the teacher for an evaluative mark or comment, may have missed an opportunity for much valuable learning.

Steps to successful self- and peer assessment

Step 1: Reflection
Students need time to develop the skills to reflect on their own learning. At first, you may ask students to reflect on a piece of work they have recently submitted. Students could respond to questions about their achievement and the processes they used by writing in a learning log, completing a structured evaluation sheet or by noting comments in their book. The following are just a few of the types of questions that you may ask them.

<table>
<thead>
<tr>
<th>Sample reflection questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What have you learned?</td>
</tr>
<tr>
<td>- Did you achieve what you wanted to?</td>
</tr>
<tr>
<td>- What do you know now about your topic that you did not know before?</td>
</tr>
<tr>
<td>- What strategies did you use?</td>
</tr>
<tr>
<td>- Which strategy worked the best for you?</td>
</tr>
<tr>
<td>- What sort of learning do you enjoy?</td>
</tr>
<tr>
<td>- What problems did you find and how did you solve them?</td>
</tr>
<tr>
<td>- What would you do differently next time?</td>
</tr>
<tr>
<td>- What skill would you like to improve next time?</td>
</tr>
<tr>
<td>- How did you contribute to group work?</td>
</tr>
</tbody>
</table>

Step 2: Share and discuss the outcomes and design the task
To begin self-assessment, it’s a good idea if you first model (on the board) designing a task, what learning will be assessed and the assessment criteria. This process at first will need a lot of guidance from you, and it will take some time before students become skilled. However, it will make sure that students know what to do for the task and how it will be assessed.

If you develop the task and its assessment criteria collaboratively with students, first discuss the purpose of the task. For example, you could ask: ‘If these are the outcomes that you need to achieve, what could you do to show me you have achieved them?’
Students might then suggest things like ‘design a survey’ or ‘write a report or role play’. This way, students can be a part of designing the task and can show that they understand the relevant outcomes.

**Step 3: Develop the criteria**

If you have already planned the task against outcomes, students could help to develop the assessment criteria. At other times, you may develop the criteria yourself and then explain them to the students. In any case, each student should be able to explain the task and its assessment criteria. Students who can do this will be less likely to use irrelevant criteria (such as neatness or effort) when making decisions about achievement.

Look at this example, a task for a Grade 6 class. If the task is to ‘collect and compile evidence of changes brought about by the arrival of foreigners: cultural practices, ideas and technologies and express opinions about these changes’ (Outcome 6.3.2, Making a Living Syllabus), the lesson might flow as follows:

<table>
<thead>
<tr>
<th>First</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial questions might be:</strong></td>
</tr>
<tr>
<td>• what do you think you need to do in this task?</td>
</tr>
<tr>
<td>• what areas of change do you think you might look for?</td>
</tr>
<tr>
<td>• where could you find the information?</td>
</tr>
<tr>
<td>• do you know what it means to ‘collect and compile evidence’?</td>
</tr>
<tr>
<td>• what are ways of expressing your opinions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For this task, I want you to do these things (outcomes):</strong></td>
</tr>
<tr>
<td>• identify the changes that have taken place in the local culture</td>
</tr>
<tr>
<td>• appraise the changes that have taken place in local culture</td>
</tr>
<tr>
<td>• use vocabulary correctly</td>
</tr>
<tr>
<td>• present information about changes occurring in and your views and opinions about them orally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the term ‘criteria’</strong></td>
</tr>
<tr>
<td>Ask questions such as:</td>
</tr>
<tr>
<td>• what do we mean by ‘identify … and appraise’?</td>
</tr>
<tr>
<td>• what knowledge and skills will you be able to show as you complete this task?</td>
</tr>
<tr>
<td>• how will we know you have achieved these outcomes?</td>
</tr>
<tr>
<td>• What should we look for when we assess your work?</td>
</tr>
<tr>
<td>• List these criteria on the board.</td>
</tr>
</tbody>
</table>
Fourth

Draw the following table on the board or on a large sheet of butchers’ paper.

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>Achieved</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and appraise changes to cultural practices, ideas and technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect relevant evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define any new words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present information in oral form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- speech should be two minutes long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- speak clearly so everyone can hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- speech should be interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express opinions supported by evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you ask questions on criteria, the students themselves may suggest the criteria listed above. If they suggest too many, you can ask students to order their suggestions by asking: ‘Which criteria are most relevant to the task?’ Once students know the key terms, such as ‘outcomes’ and ‘criteria’, they could work in small groups to develop assessment tasks and/or criteria.

Step 4: Explain assessment descriptors

Before students go through the process of self- or peer assessment, they must also understand how they will assess and what descriptors to use. Students must know what ‘poor, developing, competent, excellent’ or ‘A, B, C, D, E’ and so on mean. Teachers and students may need to consider whole school reporting practices and formats when deciding on terms and definitions.

Here are some descriptors you could use

- often, sometimes, rarely
- yes, no, sometimes
- insufficient evidence, developing, achieved
- developing, achieved, working beyond
- feel happy with, need help with
- high, medium, low
- bronze, silver, gold

Step 5: Assess the work

Once students understand the outcomes and requirements, and have completed the task, they are ready to assess their own and each other’s work. Self- and peer assessment must take place immediately after a task is submitted for assessment. Remember, too, that self- and peer assessment still requires teacher judgement.
Some suggestions for assessing tasks

- Assessment may be a structured process where students assess their own and each other’s work using a grid or table or checklist or proforma.

- All students may assess their own work but only a selection of their peers’. Tasks may be displayed around the room and students move around individually or in pairs to assess.

- Students may nominate a peer to assess their work.

- Students may write comments and not indicate any level of achievement.

- Self-and peer assessment may take place through teacher-led discussion without any written assessment. This would involve students responding to questions such as those suggested in the ‘Sample Reflection Questions’ on page 51 of this module.
Here is an example of a self-assessment or reflection sheet about students’ preferences.

<table>
<thead>
<tr>
<th>M Y  L E A R N I N G  G O A L S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ...............................................................................................................................</td>
</tr>
<tr>
<td>I believe I am good at the following skills in ............ (Subject name)</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>I would like to practise the following skills in ...............................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>I prefer to learn in the following ways: (tick the boxes which best apply to you)</td>
</tr>
<tr>
<td>❏ finding out things for myself</td>
</tr>
<tr>
<td>❏ working in small groups</td>
</tr>
<tr>
<td>❏ working by myself</td>
</tr>
<tr>
<td>❏ sometimes working by myself and sometimes working in groups</td>
</tr>
<tr>
<td>❏ researching</td>
</tr>
<tr>
<td>❏ developing my own assessment tasks with some help from my teachers</td>
</tr>
<tr>
<td>❏ assessing my own work to find out how I can improve</td>
</tr>
<tr>
<td>❏ listening to interesting information from teacher/peer/guest speaker</td>
</tr>
<tr>
<td>❏ reading relevant material from books</td>
</tr>
<tr>
<td>❏ visiting places and finding out things</td>
</tr>
<tr>
<td>❏ discussing topics in class</td>
</tr>
<tr>
<td>❏ debating</td>
</tr>
<tr>
<td>❏ doing or making things</td>
</tr>
<tr>
<td>❏ writing drafts and correcting them</td>
</tr>
<tr>
<td>Other? Please list below.</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>I am interested in learning more about:</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>If I don’t achieve my learning goals, the reason is usually</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................................................</td>
</tr>
<tr>
<td>Student’s signature Teacher’s signature</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>
This sort of information will be very useful for planning learning activities in the future.

Since you have been using ‘reflections’ as part of your own learning model, you should now know how to use this to develop independent learning in your students.

In summary, you have done a great deal of work on assessment methods and tasks in this section. You have constructed some assessment tasks for particular purposes, based on the information and models provided here.

Now it’s time for you to reflect on what this means for your practice:

- What opportunities and possibilities do this part of the module offer (Section 2)?

- What do you now understand about yourself and your role as a teacher?

- What is the effect of your learning on your concept of the teaching-learning-assessment process?

- How does what you have learned fit with your personal beliefs about how students learn, and how they should show their learning?

- What meanings do you and your colleague share?

List six key ideas or understandings you want to share with colleagues.

1.

2.

3.

4.

5.

6.

On the next page, you see an example of a peer assessment sheet for a role play. One student was playing the role of a waiter and the other student that of a customer.
A Peer Assessment Activity

Name of peer assessor:

Code:

✔ If you observe this happening
✗ If you do not observe this happening

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks like...</strong></td>
<td></td>
<td><strong>Looks like...</strong></td>
<td></td>
</tr>
<tr>
<td>The speaker makes the role play interesting for audience.</td>
<td></td>
<td>The speaker makes the role play interesting for audience.</td>
<td></td>
</tr>
<tr>
<td>The speaker is prepared.</td>
<td></td>
<td>The speaker is prepared.</td>
<td></td>
</tr>
<tr>
<td><strong>Sounds Like...</strong></td>
<td></td>
<td><strong>Sounds Like...</strong></td>
<td></td>
</tr>
<tr>
<td>The speaker is confident.</td>
<td></td>
<td>The speaker is confident.</td>
<td></td>
</tr>
<tr>
<td>People can hear the speaker.</td>
<td></td>
<td>People can hear the speaker.</td>
<td></td>
</tr>
<tr>
<td><strong>Using the following language structure...</strong></td>
<td></td>
<td><strong>Using the following language structure...</strong></td>
<td></td>
</tr>
<tr>
<td>Greeted the waiter.</td>
<td></td>
<td>Greeted the customer.</td>
<td></td>
</tr>
<tr>
<td>Placed an order.</td>
<td></td>
<td>Apologised for something unavailable.</td>
<td></td>
</tr>
<tr>
<td>Asked for the bill.</td>
<td></td>
<td>Provided the bill.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td><strong>Comments</strong></td>
<td></td>
</tr>
</tbody>
</table>
• Explain why you have chosen these ideas.

In summary, when planning assessment, consider the following questions.

• Will the assessment activity provide useful information about what students have or have not learned about a clearly defined concept at a particular point in time?
• Is it easy to manage and simple to prepare and use?
• Will the results be easy to analyse?
• Will I get meaningful information (evidence) about student learning, strengths and weaknesses?
• Can it be integrated into classroom activities?
• What is the minimum performance?
• How can it provide some success for all students?
• How will evidence of learning be collected?
• How will the evidence be recorded?
• How will results be communicated to students (and others)?
• How can students (and others) be helped to make the best use of the information?
• Are students involved in the assessment process?

Overall,
• Is there a balance between assessment methods with a focus on criterion-referencing?
• Do the learning activities include tasks, particularly open-ended tasks that enable students to demonstrate their abilities over a range of levels?
• Are the assessment activities meaningful to students?
• Is assessment integrated into the learning experiences of all students?
Choosing Assessment Activities
Here are some examples of verbs and activities that identify certain kinds of knowledge, skills and understandings.

<table>
<thead>
<tr>
<th>Area for assessment</th>
<th>Typical action verbs found in outcomes</th>
<th>Assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge, Recall and Understanding</strong>&lt;br&gt;These are mainly concerned with what a student knows.</td>
<td>knows, tells, lists, recites, explains, describes, identifies, names, recounts, answers, recognises, forms, copies, uses, recalls, names, understands, reproduces, completes, locates, labels</td>
<td>- background knowledge quiz&lt;br&gt;- multiple choice, true/false&lt;br&gt;- listing activities - words, numbers, pictures, crosswords&lt;br&gt;- outlining - using words, short phrases, brief sentences&lt;br&gt;- fill in the blank exercises&lt;br&gt;- using cloze or blanks in a matrix&lt;br&gt;- matching exercises&lt;br&gt;- words for meaning, questions with answers, pictures&lt;br&gt;- labelling a diagram&lt;br&gt;- basic calculating and fieldwork and interviews</td>
</tr>
<tr>
<td><strong>Skills in Analysis and Critical Thinking</strong>&lt;br&gt;These skills are concerned with learning about ‘how’ rather than ‘what’.</td>
<td>explains, analyses, investigates, measures, explores, asks, recognises, identifies, separates, sorts, collects, describes, gathers, argues, reasons, organises, discerns, observes, assesses, selects</td>
<td>- categorising&lt;br&gt;- sorting information defining&lt;br&gt;- recognising discriminating features&lt;br&gt;- pros and cons - recognising advantages and disadvantages&lt;br&gt;- analysing case studies&lt;br&gt;- analysing, evaluating and expressing opinions&lt;br&gt;- investigations, data collection, interviews&lt;br&gt;- researching&lt;br&gt;- debating&lt;br&gt;- discussions</td>
</tr>
</tbody>
</table>
Skills in Synthesis and Creative Thinking
These skills are about the ability to combine the familiar with the new in different ways and in unfamiliar contexts.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>develops, displays, interprets, initiates, summarises, infers, generalises, changes, coordinates, plans, constructs, presents, determines, graphs, compares, contrasts, designs</td>
<td></td>
</tr>
</tbody>
</table>

Skills in Problem Solving
These skills are concerned with recognising problems and determining possible solutions.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>asks, investigates, observes, answers, applies, listens, solves, develops, recognises, relates, infers, forms, assesses, interprets, selects, describes, predicts, explains, argues, demonstrates, decides, hypotheses, reasons, estimates, compares, contrasts, generalises, designs, constructs, identifies</td>
<td></td>
</tr>
</tbody>
</table>

Skills in Application and Performance
These skills are concerned with the application of knowledge, skills and understanding through performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>recites, directs, moves, instructs, reproduces, communicates, acts, demonstrates, applies, co-operates, discerns, observes, develops, discusses, relates, catches, contributes, expresses, displays, engages, interprets, coordinates, strikes, constructs, performs, presents, draws, reads, designs, speaks, initiates, participates</td>
<td></td>
</tr>
</tbody>
</table>

summary writing
- journals
- concept maps
- dialogues
- portfolios
- narratives
- poems
- diary - journals
- designing
- experiments
- problem-solving principles
- problem recognition
- finding solutions
- question development for problem solving
- selecting best strategies research
- critical dialogue, learners as researchers
- paraphrasing
- finding applications
- models
- projects - poster evaluations
- demonstrations
- musical performance
- dance performance
- dramatic performance
- physical performance artistic performance
- role play
- debates
- peer tutoring
| Skills in Evaluation | decides, discerns, summarises, selects, predicts, evaluates, argues, reasons, measures, computes, infers, generalises, relates, compares, contrasts, concludes, assesses | - essay writing  
- reports - written and oral  
- mind maps  
evaluative reports - oral/ written  
graphing - diagrams  
- problem posing  
- presentations |

These skills are concerned with applying knowledge to make judgement.

---

**Module 2**

*Are we accurately assessing student learning?*
Section 3: How does assessment flow?

Because assessment is continuous, ongoing and integral to teaching and learning the question ‘What do I already know about my students?’ is a good starting point.

Think about what sources of information you draw on to answer this question.

If you are office-based, reflect on the sources of information you used when you were a teacher.

List them here.

The next question is most likely to be ‘What more do I need to find out?’ or ‘What more do I need to know?’

Reflect on the kinds of information you want about a student. If you are office-based, reflect on the kinds of information you sought when you were a teacher.

List them here.

The teaching and learning activities, and the processes underlying such activities will give you most of what you want to find out about student learning. Informal strategies are a rich source of information, but you do need to identify their purposes. The outcomes and advice found in the syllabuses and teachers guides provide a lot of scope for planning and programming and for assessing student learning and progress.

So the next logical question is, ‘What learning opportunities could I provide?’

Reflect on your experience. Record your reflections here.
You might also want to do some structured assessment of students’ learning – of the products and outcomes of the teaching and learning activities.

So the next question might be, ‘what's the best way to find out if my students are learning?’

Reflect on your experiences and record your reflections here.

Further questions could be, ‘How best can I record this information? How best can I use this information?’

Reflect on how you record now or have recorded assessment information in the past. How do you use or have you been using the assessment information? Record your reflections here.

Hints: Your personal reflections will depend on your particular situation.

(Note: In Module 3 we look at recording and reporting of assessment information and related issues.)

The diagram on page 60 helps us to explore these questions. From your learning so far, complete the diagram by adding four examples in each box. Some examples are given to help your thinking. Use the subject syllabuses and teachers guides for this activity. The assessment advice in these documents will help you.

The table on pages 61 and 62, helps us to critically look at a range of assessment methods. Some methods are better suited for particular contexts than others.
How does assessment flow?

What do I already know?

From:
- observation
- previous report
- sharing activities
- strengths
- weaknesses
- level of achievement

What more do I want to find out?

What are the most appropriate learning opportunities?

- share with parents
- parents and students
- creating
- presenting
- appraising
- designing
- proforms
- file cards
- Checklists
- anecdotal records
- creating
- presenting
- appraising
- designing
- proforms
- file cards
- Checklists
- anecdotal records

How best can I use this information?

- strengths
- weaknesses
- level of achievement
- play
- conference/interview
- journals

How best can I record this information?

- strengths
- weaknesses
- level of achievement
- proforms
- file cards
- Checklists
- anecdotal records
- strengths
- weaknesses
- level of achievement
## Analysis of some Assessment Methods

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>Gives information about</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| ANECDOTAL NOTES AND OBSERVATIONS| - ability to read/comprehend instructions  
- understanding of terms  
- what they can do  
- how they are working in the process strands  
- who is coping/not coping  
- students' achievement of lesson objectives  
- areas which need to be assessed further  
- who has completed or not completed task  
- leadership, collaborative skills (in group work) | - are instant, immediate  
- give students feedback  
- show if lesson objectives are being achieved  
- can identify students who need more help or practice  
- can identify an individual’s contribution in group work | - because it focuses on individuals some students get missed  
- difficult to use with group work  
- time consuming - making notes takes time  
- can't be everywhere at once  
- need to record straight away  
- can be subjective  
- time lapse a problem if observations not noted immediately |
| SKILLS CHECKLIST                | - skills in using materials/equipment  
- skills in operations involved in task  
- correct use of equipment  
- accuracy in carrying out task  
- level of achievement of skills  
- the outcomes and level at which students are demonstrating learning | - can see correct or incorrect use of skills  
- can identify difficulties at individual and group level  
- identifies what still has to be learnt  
- can show progress — same checklist can be used at several points in time  
- definitive and systematic  
- objective  
- can be based on skills identified at different grade levels  
- can indicate which parts of the curriculum have been covered | - time consuming  
- gives no indication of strategies used  
- no indication of understanding  
- teacher may move on to a different skills area  
- data restricted to that checklist |
| CONCEPT CHECKLIST               | - understanding and knowledge of terminology  
- students' knowledge and understanding of ideas and concepts  
- depth of knowledge  
- integration of ideas and concepts | - if comments are also used this allows for modification of judgements  
- can indicate degree of understanding | - checking knowledge and understanding, not application |
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>Gives information about</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNOTATED WORK SAMPLES</td>
<td>• skills</td>
<td>• provide feedback</td>
<td>• time consuming</td>
</tr>
<tr>
<td></td>
<td>• ability to follow instructions</td>
<td>• allow a more objective appraisal (if used with other strategies)</td>
<td>• storage</td>
</tr>
<tr>
<td></td>
<td>• steps of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• mastery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• something concrete of students’ work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT JOURNAL</td>
<td>• what they like</td>
<td>• can see student’s opinion of the learning experience</td>
<td>• student’s written language skills may limit the response</td>
</tr>
<tr>
<td></td>
<td>• what they find easy or difficult</td>
<td>• gives insight into less obvious areas of learning</td>
<td>• students need time and guidance to develop skills in journal writing</td>
</tr>
<tr>
<td></td>
<td>• what they understand</td>
<td>• can indicate how students go about a task that is, by thinking, analysis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how they go about solving a task</td>
<td>questions, strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the progress they are making</td>
<td>• self-evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• meta-cognition/learning how they learn</td>
<td>• students can become aware of own strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gives students time to reflect on their learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• encourages self-assessment</td>
<td></td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>• skills in working in a group</td>
<td>• motivation to improve</td>
<td>• peer stress and/or pressure</td>
</tr>
<tr>
<td></td>
<td>• strategies</td>
<td>• provides feedback to students</td>
<td>• peers may not understand task and what it involves to assess another</td>
</tr>
<tr>
<td></td>
<td>• presentation</td>
<td>• student carrying out assessment learns from experience</td>
<td>student’s work well enough</td>
</tr>
<tr>
<td></td>
<td>• ability to explain something to others</td>
<td>• students are aware of difficulties from ‘a student’s perspective’—know</td>
<td>• can be influenced by personal animosity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>what to look for</td>
<td></td>
</tr>
</tbody>
</table>
Module Summary

Gutpela! You have reached the end of this module! By now, you should have developed certain knowledge, understandings, insights and skills of assessment and ways of collecting assessment evidence.

You examined the concepts of assessment, evaluation, outcomes and objectives, as well as the principles that should guide assessment and reporting in Papua New Guinea, by working through a series of commonly asked questions.

You read about ways of collecting assessment evidence, and constructed tasks to demonstrate each of the methods suggested in this module. You explored the question ‘how does assessment flow?’ as a thinking process; and explored how to relate it to upper primary curriculum materials and other sources of information.

The message here for you is that while you may prefer certain ways of assessing, to be fair to all students, you need to give them opportunities to show what they know, understand and can do in their preferred ways of learning.

All these activities will help you to be clear about the assessment expectations of the reform curriculum and help you to sharpen the focus of your teaching and maximise student learning.

Now that you have finished the module, how do you rate yourself against the module outcomes?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. distinguish between assessment and evaluation?</td>
<td></td>
</tr>
<tr>
<td>2. describe the purposes of assessment in schools?</td>
<td></td>
</tr>
<tr>
<td>3. describe the guiding principles for assessment and reporting, as set in the National Assessment and Reporting Policy, 2003?</td>
<td></td>
</tr>
<tr>
<td>4. distinguish between an assessment method and an assessment task?</td>
<td></td>
</tr>
<tr>
<td>5. describe a range of ways of collecting assessment evidence?</td>
<td></td>
</tr>
<tr>
<td>6. set assessment tasks that are consistent with outcomes set for units of work</td>
<td></td>
</tr>
<tr>
<td>7. set assessment criteria consistent with unit outcomes and tasks?</td>
<td></td>
</tr>
<tr>
<td>8. explain to a colleague ‘how assessment flows’?</td>
<td></td>
</tr>
<tr>
<td>9. help a colleague to understand and apply a range of assessment methods and tasks consistent with the syllabuses?</td>
<td></td>
</tr>
</tbody>
</table>
If you answered ‘Yes’ to all of them, then you have done very well. Think about what evidence will support your achievement of each outcome. If you have said ‘No’ or ‘Not sure’ to some, then it may be a good idea to go over those sections of the module again and do the tasks again, and/or reflect on your the bits that gave you trouble and seek help.

Remember that achieving these module outcomes helps you to achieve the outcomes of the unit as a whole. Go back to the outcomes in the Unit Introduction, and reflect on where you are now in relation to those outcomes.

At the start of this module, we advised you to keep a running record of evidence you get for particular unit outcomes. If you haven’t been doing this, go back over the module now and jot down, in your Learning Contract, any evidence for the agreed unit outcomes.
Additional space for your notes
Additional space for your notes
Unit 7: Assessing and Reporting Achievement of Outcomes

Module 3: Are we accurately interpreting, recording and reporting student learning?

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: Ways of thinking about and understanding learning</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: Assessment biases</td>
<td>17</td>
</tr>
<tr>
<td>Section 3: Recording and Reporting - minimum effort, maximum benefit</td>
<td>22</td>
</tr>
<tr>
<td>Section 4: Informing the community</td>
<td>42</td>
</tr>
<tr>
<td>Module Summary (and additional space for your notes)</td>
<td>46</td>
</tr>
</tbody>
</table>

Name: ........................................................... File No: ..................................................

Date commenced: ...................................... Date completed: .......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.................................................................(insert name)

Assessor: .................................................... Date: .....................................................
Module 3: Are we accurately interpreting, recording and reporting student learning?

Module introduction

Welcome to Module 3: Are we accurately interpreting, recording and reporting student learning?

For this module, you would need all resources listed on pages 4-10. Some relevant parts of the references are copied here as needed. We strongly recommend that you do Module 2: Are we accurately assessing student learning? before you start Module 3.

This module considers the third and fourth questions on page 12 of the Unit Introduction:

• What’s the best way to find out if my students are progressing?

• What’s the best way to inform students and others about student achievement?

We begin by looking at new ways of thinking about and understanding learning. Learning is not just remembering information; it is a more complex process. It involves linking new knowledge and skills to other knowledge and skills, choosing when and how to apply knowledge, and applying it successfully.

The National Assessment and Reporting Policy, 2003, is key to understanding DoE’s expectations of teachers and schools in the areas of assessment and reporting. This policy is translated into advice and suggestions in the syllabuses and teacher guides. In this module, we look at what the syllabuses, teacher guides and the DoE policy say about recording and reporting student learning and achievement.

As teachers, we need to know about factors that may cause problems with how we assess and how we interpret assessment information. We look at these factors or biases in this module.

We then study the kinds of assessment information and other information that may be collected and recorded, ways of recording information about students’ progress, and ways of reporting such information to parents and other stakeholders.

Finally, we look at some strategies to help community members understand learning and progression in outcomes-based education.

This module introduces the concepts of inputs, outputs, outcomes, meta-cognition and on-balance judgements. It also refers to Gardner’s concept of ‘Multiple Intelligences’. You can find more information on Gardner’s Multiple Intelligences in Inservice Unit 6: Learning and Teaching for Outcomes.
Some relevant parts of the *National Assessment and Reporting Policy* are included in this module.

Make sure you have completed the *self-assessment* in the *Unit Introduction* before you start this module.

As you work through this module, keep a running record of those places in the module where you can identify evidence for particular unit outcomes. You can record this in your *Learning Contract*.

**Module learning outcomes**

When you have worked through this module, you, the learner, can (are able to):

1. describe the role of objectives, inputs, outputs and outcomes in a learning context
2. differentiate between scoring and inferring student learning
3. explain ‘on-balance judgements’ to a colleague
4. take action about possible assessment biases
5. describe the kinds of information which are useful for assessment purposes
6. describe ways of reporting assessment information
7. explain principles of record keeping and critically comment on their effectiveness
8. critically review your current recording, interpreting and reporting practices in the light of ideas in this module
9. critically examine your school policy (or policies of schools you supervise) on recording and reporting assessment information
10. plan strategies for explaining outcomes-based learning and progression to community members.
Section 1: Ways of thinking about and understanding learning

With a colleague, read and discuss the information on pages 4-6. You may like to discuss your responses to the reflection activities with your colleague after you have done them.

For years, we as teachers have focused our assessment or testing things we can easily measure. We then called success on our tests ‘successful learning’. We applied set definitions and routines, and things that students could show us with pen and paper. Then we sorted our students into those who were ‘good at learning’ and those who were not. It helped us to create ordered lists of students: those who remembered a lot, those who remembered some, and those who remembered little.

At the same time, we knew that learning was more than remembering, and that many who did well on our tests could not apply their knowledge in other contexts. They had trouble in other contexts, and often they didn’t remember things for long. If we want our assessment to tell the truth about learning, then we have to be clear about what we mean by learning.

Three sample report sheets are shown next. As you read them, reflect on the kind of information they give. Think about the teachers who wrote these reports and the processes they would have used to get such assessment information.
## Unit 7 Assessing and Reporting Achievement of Outcomes

### Sample 1

#### Part A - Academic

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Total Score</th>
<th>Place in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>59 / 96</td>
<td>123 / 31</td>
</tr>
<tr>
<td>Mathematics</td>
<td>38 / 94</td>
<td>196 / 31</td>
</tr>
<tr>
<td>Science</td>
<td>38 / 65</td>
<td>178 / 31</td>
</tr>
<tr>
<td>Community Life</td>
<td>38 / 65</td>
<td>178 / 31</td>
</tr>
<tr>
<td>Health</td>
<td>38 / 65</td>
<td>178 / 31</td>
</tr>
</tbody>
</table>

#### Part B - General Comments

- **Behavior:** Her behavior is quiet but needs good control. She is usually punctual and ready to learn.
- **Punctuality:** She is always punctual.
- **Attendance:** She attends all instructions and works hard at school.
- **Appearance:** She is always clean and neat.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4/4</td>
</tr>
<tr>
<td>Math</td>
<td>4/4</td>
</tr>
<tr>
<td>Science</td>
<td>3/4</td>
</tr>
<tr>
<td>Community Life</td>
<td>3/4</td>
</tr>
<tr>
<td>Health</td>
<td>3/4</td>
</tr>
</tbody>
</table>

**Grand Total:** 144 / 400

**Class Teacher Comments:** She is an average student. She needs some extra work. Her writing is very good. She is very neat and tidy. Her thinking is average. She is not good in Mathematics. She needs to improve in this subject.

**Teachers:** 10/16/01

---

**Head Teacher:**

---

---
Sample 3

Semester Report

Name:       Year: 8 Tutor Group 08/G
Teacher:     Class Code: A081D2
Course: Arts  Unit: Dance/Drama
Grade: DR

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING, MAKING AND PRESENTING</td>
<td>1  2  3  4  N</td>
</tr>
<tr>
<td>* Experimenting with ideas and explores feelings to create dance, drama and performance</td>
<td>✓</td>
</tr>
<tr>
<td>* Select and combines various elements and structures to create performance in dance and drama</td>
<td>✓</td>
</tr>
<tr>
<td>* Use a range of skills to present dance and drama for a variety of audiences and purposes</td>
<td>✓</td>
</tr>
<tr>
<td>* Less body language and non-verbal communication to convey meaning to an audiences</td>
<td>✓</td>
</tr>
<tr>
<td>* Demonstrate effective communication skills</td>
<td>✓</td>
</tr>
<tr>
<td>ARTS CRITICISM AND AESTHETICS</td>
<td></td>
</tr>
<tr>
<td>* Apply literacy skills through listening and talking about reflections and personal interpretations of work relating to dance and drama</td>
<td>✓</td>
</tr>
<tr>
<td>PAST AND PRESENT CONTEXT</td>
<td></td>
</tr>
<tr>
<td>* Identify and use a range of social and cultural elements in dance and drama</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation and Organisation</th>
<th>1  2  3  4  N</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Games prepared for class</td>
<td>✓</td>
</tr>
<tr>
<td>* Behave appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>* Completes and submit set work on time</td>
<td>✓</td>
</tr>
<tr>
<td>* Works cooperately</td>
<td>✓</td>
</tr>
<tr>
<td>* Work independently</td>
<td>✓</td>
</tr>
</tbody>
</table>

- Has participated effectively in Dance and Drama. He has played a good stage confidence and an understanding of the concept of the course. He needs to ensure that he uses preparation time well and contributes during group work tasks. He has displayed a mature and positive attitude to Dance/Drama.

Teacher's signature:       Date: 04th July 2003

An interview is: Welcomed [ ]  Requested [ ]

Codes for learning outcomes:  Level 1: Beginning  Level 2: Developing  Level 3: Achieved  Level 4: Outstanding
N - not enough information
Codes for participating and organisation:
1: Rarely  2: Sometimes  3: Usually  4: Always  N: Needs attention
What major differences do you see between the three reports? List them here.

Part 1.1: What is learning?

Read the following:

We all agree that learning is much more than remembering. When we learn, we are linking new knowledge and skills to other knowledge and skills, and to life itself. We are choosing when to apply our knowledge, deciding how to apply it, and then applying it successfully.

Learning is a process where we are continually re-organising, expanding, applying and evaluating knowledge. We need to know how we learn (that is, the process of learning or meta-cognition). Gardner’s theory of ‘multiple intelligences’ suggests that we learn, and show that learning, in many ways. That means we also need to assess learning in many ways. As learning is a continuing process, it needs assessment that is diagnostic, giving information that can feed back to the students. Then both the student and teacher can use it to improve learning.

The methodology of outcomes-based education
The National Assessment and Reporting Policy, 2003, describes DoE’s expectations in relation to outcomes-based education.

Outcomes-based education gives us ways to approach, manage and report assessment as well as a way to plan learning programs and teaching.

In the simplest sense, outcomes are the things students know and can do as a result of learning.

Inputs (and outputs), on the other hand, are the facilities and experiences from which students learn. Such experiences can be activities, conversations, observations, visits, experiments, formative assessments, practising, applying, imagining and thinking. The facilities that promote such activities such as classrooms, curricula, trained teachers and books and other school-based paraphernalia are also part of the inputs. The inputs we are most concerned with are our facilitation of learning: we facilitate, students learn.

All primary syllabuses describe outcomes, that is, the end points of learning for each of grades 3, 4, 5, 6, 7 and 8.
Look at the learning outcomes of this module (on page 3) and the learning outcomes of this unit (in the Unit Introduction, page 10). How are they described? What are the action words used to describe the outcomes for this module? List them here.

Take Unit Learning Outcome 8 as an example (page 10 of the Unit Introduction). It states: ‘on successful completion of this unit, you, the learner, can (are able to) assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work’.

This statement is not an intention of what should happen, but a statement of what you can do or are able to do as a result of learning. So, in assessing your learning, the question is, ‘can you, or are you able to, assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work?’

The assessor will look for certain kinds of information (evidence) to answer this question.

One of the grade 6 outcomes from the Upper Primary Mathematics Syllabus is: ‘Students calculate the perimeter of shapes’. (page 26, Outcome 6.2.3) Here the teacher will look for evidence of learning similar to the indicators for that outcome on page 27. There may also be other kinds of evidence that will be acceptable to the teacher.

Read pages 26 and 27 of the Mathematics Syllabus.

Reflect on what kind of evidence will show your assessor that you have achieved Unit Outcome 8. Write down your thoughts here.

Outcomes and inputs are not the same

Students don’t always learn what we teach. Often they learn less, sometimes they learn more. Sometimes they take away a different understanding altogether from the one we had intended, that is, their outcomes do not match our inputs. This is a reality we must accept. The links between teaching and learning are much more complex than they seem.
It follows, then, that we can judge how effective our teaching is by what the students have actually learned (the actual outcomes for the students). We assess to find out what the outcomes were for the students, and this may tell us that we need to make more or different inputs. If this is to be so, then assessment should come in the middle of our teaching, not the end, to steer both teacher and students towards the described outcomes. Assessment must find the truth about learning and help us adjust it as we go, not simply give it (and us) a score.

**Inputs are everywhere**

Students don’t learn only from our teaching. Inputs to their learning are everywhere—at home, on their way to school, in books and on radio, other students in their class, all kinds of experiences and thoughts they have had in the past. These inputs might even be more important than the inputs we provide.

But we are not competing with other inputs. We can work with them and use them to advantage. We can find out about the outcomes from these other experiences. We can ask, ‘what do the students already know and can do when they come to us?’ For some students we may not need to teach a particular idea at all. So assessment at the start of teaching is just as important as assessment in the middle and at the end.

**If you negotiated your learning contract with your assessor, you remember that it allows for recognition of prior learning (RPL) (see the Learning Contract following Accreditation and Certification towards the end of this unit).**

- Why do you think we provide recognition of prior learning? Write down your thoughts here.

You have had many inputs into your training as a teacher, at least from the time your pre-service training started and perhaps, later on, through in-service and other professional activities. This unit is not competing with what you did in the past, but it recognises your good practices through RPL and builds on them.

**Range of outcomes versus range of inputs**

The range of outcomes for a group of students is probably even wider than the range of inputs they have experienced. Often the same inputs can lead to different learning (outcomes) in a group of students. It is the teacher who has to plan a range of inputs so that each student achieves the set outcomes.
In the classroom, outcomes can be pieces of knowledge such as a definition, a technique for adding numbers, ability to speak in proper sentences or applying a procedure. Some are broader understandings and abilities, such as insight into the meaning of energy and its importance, ability to read for meaning and interpret texts, capacity to apply ideas and solve problems or attitudes of respect and care for others. Some will go even wider and deeper, such as having an understanding of, and concern for, stewardship of the natural environment, achieving the potential for future life roles, and becoming confident, creative and productive users of new technologies.

**Look at Mathematics Outcome 6.2.3.**

- Write down a list of inputs – activities, resources and tasks – you may provide in the learning process of a group of grade 6 students.

**Read Community Living Outcome:3.1.2.**

- Write down a list of inputs you may provide for a group of grade 3 students.

**What do scores mean?**

An example from grade 3 is used here to explain what scores mean. You can extend it to other learning and assessing situations at any level of schooling.

Thecla and Maino are in grade 3. They completed the spelling test shown below. Both Thecla and Maino scored 0/7 for the test. When we look more carefully, we see that they are not equally good (or bad) at spelling. From the traditional point of view, their scores are fair, because neither student spelled any of the words correctly. The scores define the ‘learning’; correct spelling of the words was a short term class objective; someone decided that these words were suitably difficult.

<table>
<thead>
<tr>
<th>Thecla</th>
<th>Words to spell</th>
<th>Maino</th>
</tr>
</thead>
<tbody>
<tr>
<td>naise</td>
<td>knife</td>
<td>nife</td>
</tr>
<tr>
<td>call</td>
<td>castle</td>
<td>cassell</td>
</tr>
<tr>
<td>fom</td>
<td>thumb</td>
<td>thubm</td>
</tr>
<tr>
<td>baspth</td>
<td>lamb</td>
<td>lam</td>
</tr>
<tr>
<td>slot</td>
<td>circus</td>
<td>serkes</td>
</tr>
<tr>
<td>usi</td>
<td>asked</td>
<td>askcht</td>
</tr>
<tr>
<td>eped</td>
<td>kept</td>
<td>gept</td>
</tr>
<tr>
<td><strong>Score: 0/7</strong></td>
<td></td>
<td><strong>Score: 0/7</strong></td>
</tr>
</tbody>
</table>
The scores tell us clearly that Thecla and Maino cannot spell the set words. What they don’t tell us is what Thecla and Maino can do. Nor do they tell us what should come next in teaching (except that both students need to work harder). In fact the scores do not tell us much at all!! They would tell us even less if both students had scored 3/7, but with different words correct.

**Now, reflect on the following:**

- How often do you treat assessment responses from students this way, that is, just give it a score and not think any more about it? Or do you try to understand the thinking behind student responses so that you can help them in their learning?

- How do you assess a task in Mathematics – converting between metric units, for example? Do you simply give it a score? Or do you check your students’ thinking and understanding, particularly if some of them often have trouble with some tasks or get them wrong?

- How do you assess problem-solving skills in Science or Making a Living where there may not be a right or wrong answer, but where a process is being applied?

**What were the students Thecla and Maino thinking as they did the test?**

Look again at Thecla and Maino’s answers. They give us some clues about their thinking. Maino seems to understand sound as the basis of spelling and to have some knowledge of letter-sounds and phonetics. From Thecla’s answers, it’s hard to see what she is thinking. Perhaps Thecla does not yet understand letter-sounds and phonetics. Perhaps she speaks a vernacular or Tok Ples that uses the letter-sounds differently. Or perhaps Thecla has a hearing problem.

**Analyse what the students wrote**

By responding to students in a personal, diagnostic way, we use a different assessment strategy. We do more than simply score what the students wrote, we analyse their words and try to understand what they were thinking.

We are saying that ‘ability to spell’ is not just measured by a test, but something that happens inside a student’s head. What Maino has written is a clue to his ability, not a measure of it.
Competence is inferred, not measured
To understand what is going on in Maino’s head we have to infer, not measure. Then we have to look for more evidence. So, on the basis of clues, we first form a theory about how Maino spells, then seek more evidence to check out our theory. For example, we see that Maino knows about the silent letter ‘b’ in ‘thumb’, but he does not yet seem to know about silent letters in ‘lamb’ or ‘knife’. Good assessment tasks create lots of clues and lots of evidence.

Inference is different from measurement
Measurement is about sampling and counting. Inference is a two-step process of hypothesis and test. First, from the clues we have, we form a hypothesis, or theory, about what the student is thinking. Next we test that hypothesis by more questions or tasks. To be fair, we should conduct tests that might disprove our hypothesis, not just tests to support it. Our hypothesis is guided by what we already know about the student and what we know from other situations. If we have seen Maino’s writing in other contexts, such as in a letter he wrote last week or the poster he made the week before, his results on this test might not have surprised us. If they do, we either modify our hypothesis or question our test.

Theorising about students is a natural part of teaching
As teachers, we are very good at looking at students’ work and theorising about their ability. We are good at comparing one piece of work against another or against the standard. Any teacher who looks at Maino and Thecla’s spelling will see that Maino has a sense of letter-sounds and phonetics, and Thecla does not. Any teacher who looks at Thecla’s spelling will wonder whether she speaks another language (in which the alphabet has other sounds), or if English is new to Thecla. Such theorising is a natural part of teaching.

Assessment is formative and continuous
Observing students, and theorising about what they know, are critical to planning the next steps in teaching. Our assessments are informal; that is, we make them continually, whenever we notice clues. In this example, we see that Thecla’s needs are different from Maino’s. If the whole class is taught in a way that suits Maino, then Thecla (and maybe other students too) will be left out. If the class is taught to suit Thecla, then Maino (and may be some others) would have to wait. Our continuous assessment helps us to review and evaluate our past teaching. It tells us what worked and what didn’t, and suggests ways to improve our teaching.

Reflect on the idea of the two-step process of inferring student learning.
- To what extent do you think all teachers do this? If this is a new concept for you? Does it describe something you do now?
Look back at the three sample reports on pages 5, 6 and 7. What evidence do you see of inference by the teachers in the reports?

Continuous assessment helps summative evaluations
Continuous assessment helps us to write summaries or snapshots about the students’ ability and summative reports about achievement of outcomes. In some ways, our holistic assessments can be more valid than tests, because they are based on more information, from a wide variety of settings.

Learning builds on what is already there
As the spelling test shows, the activities students do give clues about what they can do as well as what they can’t do. In an outcomes approach, no one fails, learning is lifelong and, never complete, and all assessment is formative. Look again at Thecla’s spelling. She seems to have little knowledge of sounds, but she does realise that the English spelling system uses letters (not pictures or shapes as in some languages), and that words are made from letters arranged from left to right. This is a start. Thecla and Maino can both spell a bit, but at levels different from each other, and different from what the teacher might want.

Criterion-referenced, norm-referenced and self-referenced descriptions are all possible
Maino’s teacher can report his performance in three ways provided the judgement of achievement is based on criteria set for the tasks and activities. An outcomes-based approach requires criterion-based assessment consistent with student learning outcomes.

The teacher can simply report Maino’s achievement against the grade level outcomes. This is standards or outcomes-referenced reporting.

Or the teacher can compare Maino’s performance with the expectations of that grade level or the range of achievement seen in that grade. For example, Maino’s performance is better than what is expected at Grade 3. This is norm-referenced reporting.

Or the teacher can compare Maino’s performance now with his performance at an earlier time. For example, Maino is at the same level he was at six months ago. This is self-referenced reporting. Normally, we are interested in all of these comparisons.

Teachers judge which level best describes the competence
Maino and Thecla’s teacher will have to use his or her professional judgement to decide which grade level outcomes best describe their abilities. Other teachers may or may not agree with the teacher’s decision.
Look back at the sample reports on pages 5-7.

- What kind of information is provided in Sample 1: criterion-referenced, norm-referenced or self-referenced? How do you know this?

- What kind of information is provided in Sample 2: criterion-referenced, norm-referenced or self-referenced? How do you know this?

- What kind of information is provided in Sample 3: criterion-referenced, norm-referenced or self-referenced? How do you know this?

**Teachers moderate each other’s judgements**

It would be useful for the teachers involved to get together and talk about things like what the grade levels mean, and whether Maino should be described as ‘not achieving at Grade 4 level’ or as ‘achieving at Grade 3 level’.

This process helps all concerned to clarify their ideas about levels of competence. It also helps to improve skills in analysing students’ work and in making consistent judgements.

**Teachers seek more information**

Teachers looking at Maino’s work would soon decide they wanted to know more about his spelling; they would like to see it in other contexts, for other purposes, with different words. These are all ways to improve the quality of their inference, or theory, about how Maino spells.

**Outcomes can be used for reporting**

When all teachers use the same set of outcomes for a grade, then that set can have meanings that are common across schools and that everyone can understand. Most people can then see what is meant by, for example, ‘Maino is at Grade 3 level in writing’.

Now that you have come to the end of this section, ask yourself these questions.
What are three important facts or ideas you have learned from this section?

- How might you adopt these to your context?
- What kinds of considerations do you need to keep in mind?

Hints: Your reflective response here will depend on your understanding of the ideas discussed in this section.

Jot down the seeds of any ideas you may be growing at this stage. Record your ideas here. Share with a colleague.

Part 1.2 What to do with assessment information?

On the basis of the new ways of thinking about and understanding learning and all the assessment evidence you have at a particular point in time, you make on-balance decisions about student learning.

The concept of ‘on-balance decisions’ and the purpose of making them are discussed on pages 37-38 of Module 2 of In-service Unit 1: Philosophy of Curriculum Reform. An extract of this discussion is found on page 48 of this module.

All lower primary teacher guides provide identical responses to the above question except for the Language Teacher Guide.

The teacher guides suggest that one way of recording achievement would be to have a chart showing all the outcomes by subject for the relevant grade.

A sample of the chart is provided on page 18 of the Lower Primary Arts Teacher Guide. The sample chart is the same in the Community Living, Environmental Studies, Health, Mathematics and Physical Education teacher guides.

Some other recording methods are discussed in Section 3 of this module.
Section 2: Assessment biases

The assessment process has three steps:

- planning to assess, that is, identifying how and when to assess, and what assessment tasks to use
- gathering assessment information
- interpreting this information.

At each of these points, we can advantage or disadvantage some students in the class. So be aware of sources of bias and plan as best you can to avoid them.

Module 1 of this unit deals with the need for fairness when setting assessment tasks and contexts. Module 2 points to some information on fairness and equity in assessment in the National Assessment and Reporting Policy, 2003. In this section, we work through sources of bias that can affect how assessment evidence is interpreted.

Reflect on your own learning experience at school, in teacher education or in-service training. Have you ever felt advantaged or disadvantaged, compared with others in your class or group, when it came to assessment?

- Describe what happened. Explain why you felt you were advantaged or disadvantaged.

Here are nine examples of possible assessment biases:

Pre-judging
If we know a student well, we usually have expectations about how they will perform. Expectations can be positive or negative. Expectations become a source of error if they lead us to judgements based on how we expect the student to perform rather than on the student’s actual performance.

Confusing achievement with effort
‘Effort’ is not the same thing as ‘achievement’. While it is good if students show effort, we should use performance as the basis for judging achievement. Our judgements won’t be seen as valid and reliable if we assess students as achieving an outcome when they haven’t, just because they tried really hard. Or if we assess them as not achieving when they have, which can happen when we use assessment for reward or punishment.
Teachers often feel that they should reward effort to maintain self-esteem. While it’s a good practice to reward effort, remember that effort is not achievement. Even with the best effort, a student may not be able to demonstrate the achievement of a particular outcome.

Different standards for different students
We make this error if we apply different standards or criteria to the achievement of the same outcome (or set of outcomes). When we modify an assessment judgement because of prior impressions, or a belief about a student, the student’s actual achievement may not be reflected. This happens where clear criteria are not set or applied consistently.

Cultural stereotyping
We need to watch out for cultural stereotyping when assessing. Cultural stereotyping happens when we expect students of a particular ethnic origin to do better naturally at some subjects.

Gender stereotyping
We also need to be careful of gender stereotyping when making judgements. This error can happen in several ways, for example, applying different standards between girls and boys for the achievement of the same outcomes, or expecting boys or girls to perform better on certain types of assessment activities or in certain subjects.

Achievement stereotyping
This error happens when we assume that if a student is good in English then they are not likely to be good at Mathematics. The two subjects are seen to be quite different from each other, requiring different skills and abilities to master them.

The halo effect
This assessment bias happens when we are so influenced by a student’s high performance in one area that we relate it to the student’s performance in other areas.

The central tendency error
Some teachers don’t like to assess students as very low or very high on specific assessment criteria. These teachers are very cautious in their assessment, so they tend to describe all students as being ‘in the middle’. This can compromise the reliability of teacher judgements. Also watch for this error when designing teaching and learning activities for assessment: they must be open-ended enough to allow students to show achievement at level at which they are working.

Severity or leniency error
Some teachers tend to give all students higher or lower assessments than their colleagues do. This can be avoided if teachers get together and talk about what the outcomes mean, agree on indicators and marking scales.

Re-visit the reflections you made on page 17 of this section, on your own past learning experience(s). Can you now identify what kinds of bias (if any) were affecting them?
Construct a Likert Scale with a 4-point rating scale to assess teacher beliefs about student learning. (For examples of a Likert Scale, see Module 2, pages 40-41).

Using your Likert Scale, do a mini-survey of some of your colleagues. Two statements are done as examples for you. Do three more statements. Then ask six to eight teachers to respond to the statements anonymously.

The teachers record their responses to each statement using a 4-point rating scale ‘Strongly Disagree’ = SD, ‘Disagree’ = D, ‘Agree’ = A, ‘Strongly Agree’ = SA.

SD D A SA

I believe boys are better at Mathematics than girls

Girls are very conscientious, therefore they should be rewarded with good marks or grades

…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………
…………………………………………………………

• Can you see any trends in the responses to each statement? Discuss

Now share your findings with the teachers who responded (remember that their responses are anonymous!).

• Do any trends concern you as a group?

• If yes, list some strategies to avoid such biases when you make judgements about student learning, achievement and progress.
• If no, your group is doing well, however, be aware that there may be individual concerns.

Now do this activity.

• The nine sources of bias we described are listed below. Gather a group of colleagues to discuss instances where they have:
  - experienced
  - been guilty of
  - observed
any of the biases. Summarise the discussion in this table.

*Hint: Be careful not to let the session become ‘a blaming someone else’ session, where those present accuse each other (and others) of biases.*

<table>
<thead>
<tr>
<th>Biases</th>
<th>Instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-judging</td>
<td></td>
</tr>
<tr>
<td>Confusing achievement with effort</td>
<td></td>
</tr>
<tr>
<td>Different standards for different students</td>
<td></td>
</tr>
<tr>
<td>Cultural stereotyping</td>
<td></td>
</tr>
<tr>
<td>Gender stereotyping</td>
<td></td>
</tr>
<tr>
<td>Achievement stereotyping</td>
<td></td>
</tr>
<tr>
<td>The halo effect</td>
<td></td>
</tr>
<tr>
<td>The central tendency error</td>
<td></td>
</tr>
<tr>
<td>Severity/leniency error</td>
<td></td>
</tr>
</tbody>
</table>
Discuss your summary with summaries of those who contributed to the activity. Record any major concerns or issues here.


This checklist is reproduced here.

<table>
<thead>
<tr>
<th>I need to make sure that</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ask the girls questions as well as the boys</td>
</tr>
<tr>
<td>2. I get the girls to answer questions</td>
</tr>
<tr>
<td>3. I have girls as group leaders as well as the boys</td>
</tr>
<tr>
<td>4. I often have mixed groups of boys and girls and rotate roles where possible</td>
</tr>
<tr>
<td>5. Everyone shares the jobs to be done in the classroom</td>
</tr>
<tr>
<td>6. I choose games for boys and girls together as far as possible</td>
</tr>
<tr>
<td>7. I do not punish boys and girls differently</td>
</tr>
<tr>
<td>8. I use gender inclusive language</td>
</tr>
<tr>
<td>9. I share resources fairly</td>
</tr>
<tr>
<td>10. I consider their differences when assessing girls and boys</td>
</tr>
<tr>
<td>11. I encourage boys and girls to respect each other and cooperate</td>
</tr>
<tr>
<td>12. I value the knowledge and skills of females as well as males</td>
</tr>
</tbody>
</table>

Reflect on the following.

- How would you rate your practices against those in the table?

- If you are not sure what some of the statements mean, where will you seek/find help?

- How can you plan to commit yourselves to some of the ideas presented in the statements, if they are not part of your practice now?
Section 3: Recording and Reporting – Minimum effort, Maximum benefit

Part 3.1: Recording

To make a start, think through these questions and write down your reflections.

- Why do you record student assessment information?

- What kinds of information do you record/store or collect? List them here.

- How do you record assessment information?

- Where do you now keep or store records of assessment information?

Read this information with a colleague.

Records are used to inform the teaching process, to make decisions about student achievement of outcomes, and to report student achievement and progress. Records are kept for the fundamental purpose of making the teaching and learning process more productive for students.

Records must be practical, significant, useful and on-going in a language that is objective and easy to interpret. Time needs to be allocated regularly for updating records.

The purpose of recording will determine the form it takes. Some records are system requirements (eg admission forms, attendance records), some are school-based and some are personally devised by a teacher.
Storage and confidentiality, including where the records are kept, who will have access to them, how students’ privacy can be assured and how to ensure that valuable information is not lost are all important considerations.

Recording is the documentation of students’ learning behaviour, strengths, interests, needs and other information that will be useful in the teaching-learning setting. This documentation may range from a teacher’s personal jottings to standardised formats. Teachers use many different methods to record information (some examples are shown on the chart on page 38).

**Why do teachers record?**
Recording information about student progress is vital for making judgements about student achievements. As teachers, we carry rich knowledge about students in our heads, but unless we record it in some way, we will lose most of it.

We should focus our record keeping on student learning as it relates to syllabus expectations. We use our records to report this information to students, parents and the department, as needed.

We need records of observations and judgements as evidence of students’ achievement in each of the syllabuses. It is important to gather evidence of student participation and achievement over time using processes such as individual, pair, small group work, directed and open investigations, role play, freely chosen activities, outside and inside classroom activities, performances and so on. Both the processes and products of learning need to be recorded using a range of methods.

In outlining the purposes of records, the *National Assessment and Reporting Policy, 2003*, states that records must describe the students’ progress towards achievement of the learning outcomes for the purposes of:
- checking students’ progress
- planning and programming future learning
- reporting students’ progress or achievement to parents, guardians and others
- informing students about their progress. (page 8)

Effective recording:
- will help a teacher to get to know all the students
- is relevant to the current teaching program
- is useful when there is a change of teachers
- is organised in a systematic way.

**Recording methods**

For making valid and reliable judgements, good records are essential. There are several useful and tested ways of keeping records.

The *National Assessment and Reporting Policy, 2003*, advises teachers to use a range of appropriate recording methods to record evidence of students’ achievements of outcomes.
Six useful methods in record keeping are discussed below.

1. **Journals or diaries** are the records students make of their thinking, knowledge, feelings and attitudes. They
   - are useful when you need to clarify student learning
   - can be in writing, pictures or diagrams
   - show growth and change over time
   - reflect a student’s learning, attitudes and self-esteem
   - may be used for self-assessment.

Look at these examples of reflective writing. The teacher provides the proformas. Students complete the proformas and put them in their portfolios.

### Reflection on Reading

**SUSAN**

Name: ...............................................  Date: ..............................................

At the beginning of the year I was reading a series called ‘the babysitters’ club’. Now I am reading **everything I can find out about the earth**.

When I look at the difference in what I can read now, I feel really surprised at **how much I have improved**. Now I can **read just about everything and understand what I am reading**.

I am really proud of the **number of books I have read**. The next book I plan to read is **Volcanoes of Australasia** because **it will tell me more about the earth**.

### Reflection on Writing

**BETTY**

Name: ...............................................  Date: 21/08/01

When I look back at the work I have done, I feel very good about my progress.

I got better at **punctuation and spelling**.

I am really proud of **my progress in writing**. I share my writing with my group.

Next time I will work on **telling more interesting stories**.
Reflection on Spelling

Name: Apoli Date: 21/08/01

This is how I feel about my progress in spelling:

I have learned to spell many words the way they are spelled in books. Here are some words I can spell:

- Worker
- clever
- variety
- important
- permission
- apply

When I don’t know how to spell a word, I can

- sound it out
- ask the teacher
- use a dictionary

It is fun to be able to spell because

- it helps you write.

2. **Anecdotal Records** are notes of your observations of student behaviour, skills and attitudes in a range of settings. Anecdotal records are easy to make using Sticky Note paper or labels or whole class grids. They

- are an accurate account of a dated event
- are the result of direct observation, with the context described
- may identify outcomes from a number of subjects observed in one activity
- record both incidental and focussed or timed observations
- identify typical or unusual behaviour.

Here is an example of how to keep an individual record of observed behaviours. You could make one of these pages for each student and keep them in alphabetical order for easy access. When the page is full, start a new page, and put the full page in the student’s portfolio.

<table>
<thead>
<tr>
<th>Individual Anecdotal Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Maino</td>
</tr>
<tr>
<td>Class: Grade 6</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>15/4/01</td>
</tr>
<tr>
<td>Having trouble with group activities; we talked about possible strategies he could try. I suggested he make some positive comments about group members.</td>
</tr>
<tr>
<td>3/5/01</td>
</tr>
<tr>
<td>Made several positive comments in his group today - “I like that” and “what a good story.”</td>
</tr>
<tr>
<td>15/5/01</td>
</tr>
<tr>
<td>Continues to be positive and helpful. Shared today in oral language.</td>
</tr>
</tbody>
</table>
3. **Portfolios** are purposeful collections of student work. They include teacher assessment well as self assessment items. They
- are used by students and teachers to compile assessment information
- can have set requirements for specific units of work
- are in constant development
- can be used to judge student learning
- show growth or development in student performance
- allow assessment of product and/or process.

Portfolios as an assessment and recording tool are described in detail in Module 2, pages 24-29.

A table of contents or summary sheet is useful to keep track of the work in the portfolio. An example is shown here.

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Item</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>......</td>
</tr>
</tbody>
</table>

4. **Progressive records**
Progressive records are more formal as the teacher critically observes or listens to one student at a time and records observations. They:
- are mostly associated with diagnostic assessment
- are repeated at regular intervals so that progress made can be easily noted
- can be used for practical or performance assessment
- can be used for assessment of processes.
5. **Checklists** are a tick-the-box, quick record of criteria for specific tasks. The teachers by themselves or jointly with students need to list the skills or behaviours that will be observed. The checklists can then be used to observe individuals and then used as evidence to judge the achievement of outcomes. They

- record each student’s performances against outcomes
- can be used to evaluate progress in relation to grade level or across grade level outcomes
- are a range of items, specific tasks and details
- are often modified to ensure relevance
- may lack depth and information about context.

### Individual Checklist for Literal Comprehension in Reading

**Grade 7**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can answer questions about details from the story (literal details)</td>
<td>X</td>
</tr>
<tr>
<td>Can retell story, including all main events (main ideas)</td>
<td>X</td>
</tr>
<tr>
<td>Can retell story in chronological order (sequence)</td>
<td>X</td>
</tr>
<tr>
<td>Can answer questions about first, last, etc (sequence)</td>
<td>X</td>
</tr>
<tr>
<td>Define words in the story</td>
<td>X</td>
</tr>
<tr>
<td>Recognises and explains effects of affix on a word in the story (vocabulary)</td>
<td>X</td>
</tr>
</tbody>
</table>
## Class Checklist for Literal Comprehension in Reading Grade 7

### Grade 7

<table>
<thead>
<tr>
<th>Title of the Story/book: Journey to the Centre of the Earth</th>
<th>Literal details</th>
<th>Main ideas</th>
<th>Sequence #1</th>
<th>Sequence #2</th>
<th>Sight vocabulary</th>
<th>Affixes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>small group work sequence</td>
</tr>
<tr>
<td>Students 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>small group sequence</td>
</tr>
<tr>
<td>Students 3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>wow!</td>
</tr>
<tr>
<td>Students 4</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review detail and main idea</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Individual Checklist for an Arts/Social Science Project

### Grade 8

<table>
<thead>
<tr>
<th>Student: Wartovo</th>
<th>Date: 20/03/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project: Animal found in the rivers of our district</td>
<td></td>
</tr>
</tbody>
</table>

### Skills | Observed | Poor to excellent |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill 1: Choose topic</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Decide to report on pukpuk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 2: Find out information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Found one book. Read with help. Found a report in the newspaper. Talked to grandfather and two community members</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Skill 3: Write about the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill 4: Draw illustrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traced pictures in books</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Skill 5: Give oral report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared information with class. Displayed report. Great job!</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
This information can then be transferred into a classlist.

**Classroom Checklist - Community Living Project**

**Grade 8**

<table>
<thead>
<tr>
<th>Report on</th>
<th>Skill 1 topic</th>
<th>Skill 2 Reference</th>
<th>Skill 3 Writing</th>
<th>Skill 3 Illustration</th>
<th>Skill 5 Oral report</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>In progress</td>
</tr>
<tr>
<td>Student 2</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>Great!</td>
</tr>
<tr>
<td>Student 3</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Has major problems with language</td>
</tr>
<tr>
<td>Student 4</td>
<td>✔ ✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td>In progress</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Annotated work samples (work samples with comments written by the teacher) are examples of the students’ work showing their abilities and thinking at a point in time. They:

- show the date, task and context
- provide on-going evidence about student progress over time
- are used to plan the next step in a student’s learning
- are a snapshot of student learning (at one time on one day)
- acknowledge successes
- show students’ degree of engagement with the task.

An example of an annotated work sample is shown below.
Students in a multigrade 4/5 class were asked to identify some forms of paid and unpaid work. They had to describe the nature of the job, hours of work, special training, clothing required, difficulties faced and the contributions made by those performing the task to the community.

Relevant outcomes:
Grade 4: Unit: Work – Topic: Community activities
Students:
- know the importance of work
- understand their individual roles in the community

Grade 5: Unit: Trade (work) – Topic: Business
Students:
- know how and why individuals and groups value different forms of work

A in the diagram shows views of students on contribution of people in occupations and the benefits to community from paid and unpaid work.

B in the diagram shows that students have presented information within a defined structure to explore several examples linked to a key idea.

C in the diagram shows that students individually organised their own information to be consistent with that of the group, showing cooperation in group. Group collated the information into a chart.

Summary comment: The work indicates one instance of the achievement of the relevant outcomes.

Other ways of recording assessment information

Other ways teachers record student assessment information are by means of:
- Marks books
- Self and Peer Assessment proformas
- Tracking sheets
- Audio, Video and Photographic recordings
- Computer programs
- Student profiles.

❖ Marks books are records of test results, assignments, specific tasks and/or criteria and scores. They
- are a continuous collection of information
- give an ongoing record to help judge development and progress
- can provide summary information when judging for term or end-of-year reporting.

Since marks and grades are summary information, we need to relate them to outcomes.
❖ **Self-and Peer Assessment** proformas are forms that students use to record their own and others’ progress and understandings. They
• are developed by the teacher and/or students to record particular assessment information or attitudes
• are usually summative
• can indicate strengths, weaknesses, preferences or problems
• mean that students can help write their own report cards.

Everybody gains when students are active in assessment and recording. It’s another way to help them to become independent and responsible learners.

Students can
• negotiate assessment tasks
• talk with teachers, their parents and other students about their learning and development.

❖ **Tracking sheets** are a long-term recording strategy. They
• are linked clearly to outcomes
• summarise all assessment records relating to the demonstration of outcomes
• may mirror a student’s progress over several years.

Those above are recording methods schools can use. Some schools may also use:

❖ **Audio, Video and Photographic recordings** These can be used instead of written records. They are especially useful with younger students and students with special needs. They
• can document products and processes
• are dated and labeled
• are an accurate record of development over time
• can include involvement in class activities
• can be referred to by students, parents and teachers
• help students with self and peer assessment.

❖ **Computer programs** are electronic recording devices.

They
• are quick to use
• can be easily updated
• can create reports from recorded information
• can be in the form of specific programs that record achievement information.

❖ **Student profiles**

Information that is collected and recorded can be used to develop student profiles. The list of learning outcomes in the subject syllabuses are used to develop student profiles through teacher judgements. They:
• are used when teachers make judgements about placing a student within a grade level or across two or more grade levels
• are a summary which is easy to read
• are passed on from one teacher to the next each year
• are used by teachers to quickly see the student’s achievement and progress.
Now go back to page 22. Look at your notes on how you record assessment information now. Are your methods listed on pages 23-31?

- Of the six recording methods discussed on pages 23-30, how many do you currently use?

- How could you include the other methods in what you do? Plan with a colleague.

- Which of the 10 methods described on pages 24-34 provide the least amount of descriptive information?

- Which is the easiest to use?

You’ll find a summary of some of the recording methods described on pages 23-31 over the page. Take a moment to look through it.
### Student Profiles
- summaries of student achievement.
  - used when teachers make judgements about students' progress.
  - used by teachers to immediately see the students' achievement against syllabus outcomes.

### Anecdotal Records
- notes that record observations of student behaviour, skills and attitudes in a variety of settings.
  - accurate account of a dated event.
  - result of direct observation with the context described.
  - may identify outcomes from a number of learning areas observed in one activity.
  - record both incidental and focussed/timed observations.
  - identify typical or unusual behaviour.
  - document progress over time.

### Annotated Work Samples
- examples of student work with teacher's commentary on their abilities and thinking at a particular time.
  - show the date, task and context.
  - provide on-going evidence about student performance.
  - are used to plan the next step in student's learning.
  - are a snapshot of student learning.
  - acknowledge successes.
  - show students' involvement.

### Portfolios
- a purposeful collection of examples of student learning including, teacher and self-assessment.
  - used by students and teachers to compile assessment information.
  - can have set requirements for specific units of work.
  - are in constant development.
  - can be used to make judgements of student learning.
  - demonstrate growth or development in student performance.
  - allow assessment of both product and process.

### Marks Books
- records of test results, assignments, specific tasks and/or criteria and scores.
  - continuous accumulation of information.
  - give an on-going record to help make judgements of development and progress.
  - can provide summary information when making judgements for reporting.

### Audio, Video and Photographic Recordings
- alternatives to written records and are especially useful with younger students in the bridging years and students with disabilities.
  - can document products and processes.
  - are dated and labelled.
  - are an accurate record of development over time.
  - can include involvement in class activities.
  - can be referred by students, parents and teachers.
  - help students with self-and peer assessments.

### Self and Peer Assessment Proformas
- forms that students use to record their own and others' progress and understandings.
  - are developed by the teachers and/ or students to record particular assessment information or attitudes.
  - are usually summative.
  - can indicate strengths, weakness, preferences or problems students may be encountering.
  - are own report cards.

### Computer Programs
- electronic recording methods.
  - quick and efficient use of time.
  - can be easily updated.
  - can generate reports from recorded information.
  - can be specific programs that record achievement information.

### Checklists
- tick-the-box, quick recording tools.
  - record individual student performances against observable criteria.
  - can be used to evaluate progress in relation to outcomes.
  - are a range of items, specific tasks and details.
  - are often modified to ensure relevance in a particular setting.
  - may lack depth and information about context.

### Journals
- students' records of their thinking, knowledge, feelings and attitudes.
  - are useful when clarification of student learning is needed.
  - can be written, pictorial or diagrammatical.
  - show progress and change over time.
  - are a reflection of students' learning, attitudes and self-esteem.
  - may be used for self-assessment.
Plan a 10-minute presentation to a group of colleagues on recording methods. In your planning use the summary sheet (page 33) and other information presented in this section. In your presentation, highlight two methods that you think are informative, useful and easy for parents to understand.

Write down your presentation plan here.

Here are some suggestions for what you can do, either as a school-based or an office-based person.

Working with a colleague, investigate one of these. (Note: Some of your findings may be positive and affirming for your school or the schools you supervise. You may find other things that you want to act on.)

- Investigate useful and effective record keeping:
  - consider strengths, and biases of various recording methods from an outcomes perspective (see pages xx-xx of this module)
  - identify good ways to support the recording of achievement information in relation to grade-level outcomes.

- Examine existing recording practices:
  - identify current classroom and school methods of recording student learning and achievement
  - look for opportunities to observe and record cross-curricular activities
  - share ideas and identify good practice (think about methods that are easy and quick to use, and can store valuable information)
  - check the links between the ways teachers record and the ways they report.
Establish effective and equitable recording practices:
- develop record-keeping practices that suit the way you report
- discuss and share proformas with students and parents
- set up processes to maintain and update records
  examine current storage and access to records to see if privacy and
  confidentiality are adequate.

Plan to use a range of recording methods:
- use a balanced range of recording practices
- monitor and evaluate effectiveness of recording practices
- decide which records need to be kept or destroyed at the end of each year
- use recorded information for future planning.

Important points to remember are to:
- work collaboratively as a school or unit, in grade levels or with
  colleagues
- gather information from as many sources and in as many contexts as
  possible
- network with other schools to share information about recording.

Write a brief report (up to half-a-page) of the suggestion you investigated
and your findings.

Now reflect on your findings. What do they mean for:

• your practice?

• your school’s practice? or the practice in the schools you supervise?
Part 3.2: Reporting - communicating about learning

Reporting is communicating the knowledge gathered from assessing student learning. It is effective when there is open communication between parents, students and teachers in a way that maximises learning opportunities for the student.

The main purpose of reporting is to support teaching and learning by providing information to students, parents, other teachers, departmental officers, the system, and community about the students’ learning.

The following advice comes from the National Assessment and Reporting Policy, 2003.

Reporting

Reporting of students’ achievements to parents, guardians, teachers, students and others must be fair and accurate. Reporting will also support teaching and learning by providing information about students’ learning and achievement at each level of schooling. Formal reporting to parents and guardians will vary depending on the level of schooling. Schools will present reports in a format that best suits their communities.

A formal report must include:

- completion of national student record cards for each level of schooling;
- a written record of learning outcomes achieved by students since the previous report;
- a written record of the learning outcomes the student is now working towards; and
- information about students’ attitudes, values and other additional information that is specific to individual students. (National Assessment and Reporting Policy, 2003, page 6)

Part 3.3: Commonly asked questions

Let’s look at some commonly asked questions about reporting.

Teachers need to reflect often on how much they know about student learning so they can report on student progress and achievements. Formal reporting may include standard written reports, descriptive comments, parent-teacher interviews or student-parent-teacher conferences.

Often, we report in different ways, using criteria such as:

- ‘class’ or ‘grade’ level
- average achievement
- ‘effort’ and ‘achievement’
- particular behaviours or work requirements
- position in class
- marks scored in subjects.
Schools may use different descriptors, such as:
- below, at, above
- A, B, C, D, E
- 1, 2, 3, 4, 5
- never, sometimes, often, always
- satisfactory or unsatisfactory
- completed or not completed.

Grades can be interpreted in different ways. Sometimes grades focus more on surface knowledge than on understanding. You can get a better picture of student learning by using information from observations, conferencing, collections of students’ work and other methods suggested in the syllabuses, teachers guides and this unit. These will give more complete information about what the students know and can do. We can use this information to identify future learning goals.

**For your school (or a school you supervise), comment on**
- the kinds of information that you (or they) report

- the frequency (how often?) and the form (oral, written?) of reporting.

An outcomes-based approach to education will bring changes to the ways schools report achievement of students. For example, the reporting will have to be on the basis of outcomes achieved by a student since the last report and the outcomes the student is working towards at the time of writing the report. In addition, information regarding attitude, values and other information specific to the student is to be included in the report. *(National Assessment and Reporting Policy, 2003)*

Some schools may decide to provide marks as well as grades. Some parents may request such information from schools. This can be generated on the basis of the number of outcomes achieved and the quality of demonstration of the outcomes, eg. number of criteria met.

**How do teachers report?**

The National Assessment and Reporting Policy (2003) is quite clear on this. On page 8 it states: *Reporting of students’ achievements to parents and guardians, teachers, students and others must be fair and accurate. Formal reporting to parents and guardians will vary depending on the level of schooling. Schools will present reports in a format that best suits their communities.*

Report formats are the responsibility of individual schools. Good formats are easy to understand, and report how the students are performing against learning outcomes. They also include information about students’ work habits, attitudes and behaviour.
Usually, reporting is either in an oral form (such as parent-teacher interviews, three-way interviews using portfolios, learning journals, and so on) or in a written form. However, a formal report must include a written record of learning outcomes achieved since the previous report and the learning outcomes the student is now working towards.

Reflect on and record the kinds of changes to reporting you or your school or the schools you supervise may have to make when implementing the *National Assessment and Reporting Policy*.

**What is effective reporting?**

Effective reporting between the school and the home helps everyone to communicate openly about the student’s performance. Open communication like this helps to create a positive learning atmosphere for the students.

Effective reporting
- is negotiated with the school community
- gives specific information about students’ standards of achievement
- accurately communicates what we know from assessing student learning
- is consistent and comparable, within and among schools
- describes how well a student is achieving, or has achieved, the set outcomes of a course or unit of work, and where he or she needs more support
- describes the demonstrated achievement, not what we assume the student is capable of, for example, we would report that the student ‘can read particular texts’ rather than ‘could do better’
- allows students to monitor their own progress and set goals for further learning
- describes the progress students have made since the last report
- aims to make home and school effective partners in learning
- means something to its audiences
- is free of jargon.

If you are planning to report assessment information to parents by interviews, you’ll find it helpful to use a portfolio of the student’s work. This will allow parents to see examples of how the student has progressed over a period and where he or she is now.

**The teachers guides for the fourteen syllabuses provide ideas for reporting. Read some of the syllabuses:**

Upper primary Arts Syllabus, page 12 and Lower Primary Arts, Syllabus page 35
Upper Primary Language Syllabus, pages 35-36 and Lower Primary Syllabus, pages 39-40
As you read each, summarise the main ideas presented in these syllabuses regarding reporting using a mind map or another structure.

Revisit the three sample reports on pages 5-7 of this module. For each report, write a comment about:

- the kind of information it gives
- ease of understanding the information
- usefulness of the information provided.
How do syllabus outcomes help with reporting?

Reporting is never a quick or easy task. A whole-school approach to developing recording and reporting systems will help reporting become more consistent and more informative.

Reporting on syllabus outcomes should help us to report more clearly and avoid conflicting messages about student progress. The upper primary syllabuses provide a common framework of outcomes for reporting for all teachers. The indicators help teachers to make consistent judgements about assessment information they have gathered. This means that reports based on outcomes:
- focuses on what students have achieved, rather than what has been taught
- describes the student’s individual progress
- enables parents and students to see progress over time, rather than single ‘snapshots’ of student achievement
- provides common descriptions and levels so that parents can identify progress even if the student changes schools and teachers
- provides parents with a level or ‘standard’ which is constant and meaningful
- makes sure that all significant aspects of a subject are covered.

The more parents understand about their child’s progress, the better they can help them and support their learning in school.

Reflect on how reporting on achievement of outcomes may impact on the way you operate now.

How often should teachers report?

Reporting happens at regular times throughout the school year. The National Assessment and Reporting Policy, 2003, does not prescribe how often schools should report. This decision has been left to the schools and their communities.

What can schools do now?

Schools can
- become familiar with the National Assessment and Reporting Policy, 2003
- investigate how well current reporting practices match the Policy
- inform school councils and parents about the Policy.

An emerging practice in reporting in some PNG schools is three-way assessment and reporting.

Three-way assessment and reporting provides a forum where students, teachers and parents can acknowledge student progress and achievement. (Some schools in PNG already use this approach.)

For example, you may send completed and annotated work samples home for parents to comment on. Sometimes students may come along with their parents to parent-teacher meetings and might stay for all or part of the meeting.
The student portfolio is a vital element in three-way assessment and reporting. It offers a record of student progress and achievement and a focus for discussion between the teacher, the parent and the student.

The three-way assessment and reporting involves students taking homework that has been assessed by the teacher and themselves. Parents then respond with a comment about the student’s achievement and progress. Clear links between the piece of work, the assessment criteria and the syllabus outcomes must be established.

Three-way interviews may be teacher-or student-led, and may use the portfolio as a focus for discussion about the student’s learning achievements. Three-way assessment and reporting has the following benefits for teachers:
- helps share the responsibility of student learning, assessment and reporting
- flows naturally out of classroom assessment strategies such as portfolios
- strengthens communication with parents, through discussing what the syllabuses mean and how their children are progressing
- lets the teacher see the interaction between parent and student.

Three-way assessment and reporting has the following benefits for students:
- develops self-esteem because they can share their learning achievements and progress in a positive environment
- critically involves students in their own assessment, enabling them to take responsibility for their learning
- empowers students as they work towards, and achieve, syllabus outcomes.

Three-way assessment and reporting has the following benefits for teachers has the following benefit for teachers:
- increases their understanding of learning and assessment
- allows them to take part in the reporting process, not just respond to it
- provides evidence to support written reports.

Gather a group of colleagues. Share with them what you have learned about reporting.
- Through discussion, outline three changes you can make to your current reporting practices to make them more effective and useful.
Section 4: Informing the community

Talking to parents and other community members about outcomes-based education

As you are planning to implement OBE and report in new ways to parents, they will need help to understand the new system and its purpose.

Parent/teacher nights are one opportunity to inform the community. Here are some ideas you may find useful when communicating with parents and the community.

When talking to parents about the introduction of outcomes-based education, it may be useful to explain the following points.

- The concept of outcomes: outcomes focus on what students know, understand and can do as a result of learning.

- The concept of development or progress: The outcomes become progressively more complex or deeper from grade 3 to grade 8 in a number of ways. The change in the complexity of the outcomes indicates growth and development. The progress students are making from year to year is a key aspect of outcomes-based education.

- The learning required for transition from home to the end of schooling before students enter into community life becomes much more focused and purposeful.

- The syllabuses provide a good overview of what each subject is about and what students will learn in grade 3 to grade 8. This is useful information for all stakeholders.

- The syllabus outcomes are the same for the whole of PNG. However, the teaching and learning activities will be based on the local contexts that allow students to learn and demonstrate their learning. This means that the school reports continue to be useful when families move to other provinces or localities.

- An outcomes approach provides schools with a seamless curriculum and continuity of learning from elementary to upper primary and beyond.

- Outcomes-based reporting can provide long-term pictures of student progress so that students, parents and teachers can review the progress that has been made over a period of time.

- Outcomes-based reporting can highlight if students are having particular difficulty in one area while not in others and alert people to the fact that this may need investigating.

- Outcomes-based reporting can highlight if students are not making any progress over a period of time and alert people to the need for some investigation or specific action.
• Outcomes-based reporting can highlight strengths and abilities students possess so that these can be built on in other areas.

• Outcomes-based reporting can be used for goal-setting by or for students

• Sharing outcomes-based information with students can encourage them to be involved in the assessment of their own achievements

• Outcomes-based reporting does not compare or measure students against each other. Nevertheless the outcomes in the syllabuses can provide a guide to typical growth and development of students.

• Outcomes-based reporting will be used by elementary, primary and secondary schools, so they will provide for common understandings about students progress.

Add other key ideas about outcomes-based education and PNG’s approach to its implementation you may have learned from this unit and other sources.

Reflect on practical ways you can communicate these ideas to others.

Eg. How can you use the Wall Charts (resources 34 and 35) effectively to communicate?

Here is one possibility. Put a chart up in your classroom or office. Share it with your students, parents and other visitors to your school or office. Your students are your best allies in this regard. If they understand how outcomes work, where they are on the chart and what they’ll be expected to know by the end of that school year, they’ll be your conduits to their parents and relatives.

• Can you think up another use of the chart as a tool for communicating?
1. **Teaching high jump.**

Differences in ability are often more obvious and acceptable to parents in areas such as sport or music and this or a similar example could be used to demonstrate that students of the same age and in the same group will not all be at the same point in their learning and that we should not expect them to be.

When we take a grade 7 class out for a high jump lesson, we do not make an assumption that all 13-14 year olds can jump 1 metre and make them jump that height regardless.

We ask the children what height they feel comfortable with (we would probably ask what they can do) and then move them slowly on by giving positive feedback, advice and coaching as they progress to higher jumps.

Is it logical then to assume that all grade 7 students have the same mathematics, reading and science understandings and skills at 13-14 years of age?

**Think about the contexts in which you may be able to use this example. What is the message in this for a parent or another community member?**

2. **Brainstorm developmental milestones that parents intuitively look for with their babies and toddlers.**

When asked to brainstorm developmental milestones, parents may come up with milestones such as smiles, sits up, crawls, stands up with support, rolls over, follows movement with eyes, responds to noise, walks and others.

- Write these words down on cards. Shuffle the cards up.

<table>
<thead>
<tr>
<th>crawls</th>
<th>sits up</th>
<th>smiles</th>
<th>rolls over</th>
<th>walks</th>
</tr>
</thead>
<tbody>
<tr>
<td>stands up with support</td>
<td>follows movement with eye</td>
<td>responds to noise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Ask parents to work in pairs and to use their experience to put the cards in sequence to show a toddler’s development.

- Discuss what they found. Discussion may bring out many of the following points from parents themselves, if not they can be introduced and discussed:

- Not all children are the same; there are often marked differences between children even in the same family
- It is possible to generalise and describe what many babies and toddlers do; parents do it all the time and find it useful in monitoring their children’s development.

- Milestones provide useful guidelines rather than definitive markers.

Parents develop an understanding (by talking to other parents, health workers, their own parents, etc.) about how rigid or flexible the guidelines are. For example, it is quite normal for babies to first walk at 8 months to 15 months, but if they are not walking by the time they are 2 years old then there is probably some problem.

All these understandings can be applied to the way the syllabus outcomes represent the progress of students and can be used to describe the progress of a particular student or make judgements about that progress.

3. **Reviewing a range of writing samples from one class.**

Have 4 to 6 portfolios showing a range of annotated work samples collected over a period of time.

**In what ways can you use these folios with parents and other community members? What kinds of messages can you communicate through the use of these folios?**


This document supports head teachers implementing the upper and lower primary reform curriculum. These sections advise on informing different stakeholders in the community.

*Section 6: What key messages do you give to grades 6-8 teachers?*
*Section 7: What key messages do you give to teachers of other grades?*
*Section 8: What key messages do you give to your students?*
*Section 9: What key messages do you give parents, guardians and the community?*

**Read these sections with a colleague. Together make a list of things you can do at your level of operation to inform the community.**
Module Summary

Gutpela! You have reached the end of this module! By now, you should have developed certain knowledge, understandings, insights and skills relating to interpreting assessment information, recording them in efficient ways and reporting achievement and progress to students, parents, guardians and other members of the community.

You examined new ways of thinking about and understanding learning. This knowledge will assist you to critically examine ways you understand and interpret assessment information and evidence.

You read some generic and some specific information about ways of recording and reporting achievement information and looked closely at your own practices (and/or those of others) for understanding best practice and taking any change actions. You reflected on some common assessment biases that can advantage or disadvantage some of your students and ways of informing the community about aspects of curriculum reform.

These activities will all help you to be clear about the assessment expectations of the reform curriculum and can help you to sharpen the focus of your teaching.

Now that you have finished the module, how do you rate yourself in relation to the module outcomes?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the role of objectives, inputs, outputs and outcomes in a</td>
<td></td>
</tr>
<tr>
<td>learning context?</td>
<td></td>
</tr>
<tr>
<td>2. differentiate between scoring and inferring student learning?</td>
<td></td>
</tr>
<tr>
<td>3. describe ‘on-balance judgements’ to a colleague.</td>
<td></td>
</tr>
<tr>
<td>4. take action about possible assessment biases?</td>
<td></td>
</tr>
<tr>
<td>5. describe ways of reporting assessment information?</td>
<td></td>
</tr>
<tr>
<td>6. describe the kinds of information which are useful to collect for</td>
<td></td>
</tr>
<tr>
<td>assessment purposes?</td>
<td></td>
</tr>
<tr>
<td>7. explain principles of record keeping and critically comment on</td>
<td></td>
</tr>
<tr>
<td>their effectiveness?</td>
<td></td>
</tr>
<tr>
<td>8. critically review your current recording, interpreting and</td>
<td></td>
</tr>
<tr>
<td>reporting practices in the light of ideas in this module?</td>
<td></td>
</tr>
<tr>
<td>9. critically examine your school policy (or policies of schools you</td>
<td></td>
</tr>
<tr>
<td>supervise) on recording and reporting assessment?</td>
<td></td>
</tr>
<tr>
<td>10. plan strategies for explaining outcomes-based learning and</td>
<td></td>
</tr>
<tr>
<td>progression to community members?</td>
<td></td>
</tr>
</tbody>
</table>
If you answered ‘Yes’ to all of them, then you have done very well. Think about what kinds of evidence that will support your achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be a good idea to go over the appropriate sections of the module again and have another go at the tasks, and/or reflect on the bits that gave you trouble and seek help.

Remember that achieving these module outcomes helps you to achieve the outcomes of the unit as a whole. Go back to the outcomes of the unit in the Unit Introduction, and reflect on where you are now in relation to those outcomes.

In the introduction to this module, we advised you to keep a running record of any evidence you may have for particular unit outcomes. If you haven’t been doing this, go back over the module now and jot down, in your Learning Contract, some evidence for the unit outcomes you agreed to provide evidence for.
An ‘on-balance’ decision is about inferring whether a student has achieved particular outcomes on the basis of all available evidence at particular points in time. Because students demonstrate knowledge, skills and understandings in a range of ways and at different levels, it is necessary to weigh the available evidence to make the best estimate of the students’ learning especially at reporting time.

Here is a scenario. Read it with a colleague.

A teacher, Ms Voragi, is trying to help students with the learning of a particular outcome to do with investigating a phenomenon and reporting the findings in a scientific way.

(An example is: Science Outcome 6.3.2: Conduct practical investigations into the nature of mixtures and communicate their findings in a scientific way, using available materials.)

The teacher finds out by talking to her students that they do not know how to do a scientific report. As part of the teaching/learning activities the teacher wishes her students to learn how to do a scientific report. She starts by sharing with the students a sample report explaining the background to it. Together with the teacher the students explore the features of the report. The teacher then presents one or two more reports. Through this process students begin to see the pattern of scientific reports.

Over a period of time, the students and the teacher conduct one or more investigations and jointly construct reports of their investigation(s). This is done on the black board or a large sheet of paper. The teacher is now fairly satisfied that the students have formatively learned scientific report writing. So she decides to ask them to write a report of an investigation independently which she plans to assess.

The teacher then negotiates the criteria for assessment with the students.

There are two aspects to assessment that are clear in this teacher’s approach.

Firstly, she makes explicit that she will be looking for such things as: the purpose of the investigation, materials used, the procedure and the findings in relation to the purpose of the investigation, sources of error, etc. In other words, she sets the criteria for assessment. She does this with assistance from the students. This way both the teacher and the students are clear about the expectations and the way the task will be assessed.

The second aspect of assessment is that the teacher needs to make judgements about which students in her class do meet the criteria.

One student is able to meet all the set criteria for the task. However, the student has some difficulty with English expression and spelling. So in making an on-balance decision the teacher provides feedback to the effect that the student is able to write a scientific report, however, the student needs to pay attention to spelling and English expression. English expression and spelling were not specifically part of the assessment criteria. So they cannot be used in making judgements about the achievement of
the outcome unless poor English expression makes the student’s work difficult to understand. Again one piece of evidence is not sufficient to establish achievement of an outcome. On other occasions this student meets most criteria. The teacher over a period of time becomes more and more sure about the achievement of this student and on-balance decides that the student can write a scientific report.

Another student is not able to make any connection between the findings and the purpose of the investigation. In this case, the teacher explains this to the student and then goes on to explore why the student is not able to do this. The teacher then helps the student to overcome this problem. Further opportunities are then provided for formative learning. So the story continues……

Some important aspects of an outcomes-based approach are illustrated in the above scenario.
Additional space for your notes
Unit 7: Assessing and Reporting Achievement of Outcomes

Module 4: Implication for Practice

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Section 1: Your role</td>
<td>3</td>
</tr>
<tr>
<td>Section 2: What would you do?</td>
<td>9</td>
</tr>
<tr>
<td>Section 3: Developing an action plan</td>
<td>15</td>
</tr>
<tr>
<td>Module Summary (and additional space for your notes)</td>
<td>18</td>
</tr>
</tbody>
</table>

Name: ........................................................ File Nº:....................................................

Date commenced: ...................................... Date completed:.......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.........................................................................................................................................................(insert name)

Assessor: ..................................................... Date: ......................................................
Module 4: Implications for practice

Module introduction

Welcome to Module 4: Implications for practice.

For this module, you don’t need any of the resource documents. Sections from the relevant resource documents are copied here. We strongly recommend that you do Module 2: Are we accurately assessing student learning? and Module 3: Are we accurately interpreting, recording and reporting learning? before starting this module.

We begin this module by looking at your role in implementing the reform curriculum, particularly in the context of assessing student learning and reporting this in meaningful ways to students, parents and community members. Assessment is integral to teaching and learning.

In this module, you study what can be done in your work place to enhance student learning through assessment, and how such information can be passed on to students, parents and other community members.

The National Assessment and Reporting Policy, 2003, is key to understanding DoE’s expectations of teachers and schools. The relevant parts of the Policy are copied in this module.

Make sure you complete the self-assessment in the Unit Introduction before you start this module.

As you work through keep a record of those places in the module where you can identify evidence for particular unit outcomes. You can record this in your Learning Contract.

Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. identify your current practices in assessing, recording and reporting students’ achievement information in relation to the National Assessment and Reporting Policy, 2003
2. identify the depth and breadth of changes, if any, that you need to make to your current practices
3. develop an action plan to apply your learning in your work place.
Section 1: Your Role

If you are a classroom teacher, you are a very important person because you will be implementing the reform curriculum. To do this well, you should first critically review your current practices in assessing and reporting. Think about your practices that are compatible with what you have read in this unit so far and those that are not. For example, if you now assess in a range of ways, over time, in relation to the outcomes of the syllabuses, then this fits in well with the new approach. If you use assessment information in a diagnostic way, this also fits in well with the new approach. If you plan for the bilingual education and bridging to English approaches as and when required, you are doing well. On the other hand, if you are assessing students by scoring tests; and pen-and-paper tests are the only strategy you use, then this does not fit in well with the advice in these syllabuses and teachers guides. The National Assessment and Reporting Policy, 2003, identifies, in Section 6.2, your particular assessment and reporting responsibilities as a classroom teacher.

If you are a senior teacher or assessment coordinator, you are responsible for helping the head teacher and assistant teachers to implement reform. You may have to approve plans and programs, assessment methods, tasks and frequency of assessment developed by teachers, for consistency within the school and also with reform curriculum. You may have a school policy on assessment and reporting; this policy may or may not be consistent with the National Assessment and Reporting Policy, 2003. You may have teachers who need professional help to plan assessment methods, tasks and criteria, interpret assessment information and report it to parents and community members in meaningful ways. In all of these areas, you give curriculum and administrative leadership to teachers, and advice and support to the head teacher. The National Assessment and Reporting Policy, 2003, identifies, in Section 6.3, your particular assessment and reporting responsibilities.

If you are a head teacher, you are responsible for implementing the reform curriculum in your school. You may have to support and advise teachers on the new approaches to assessing identified in the syllabuses. If your school has multi-grade classes, these create implications for assessing and reporting. The National Assessment and Reporting Policy, 2003, identifies, in Section 6.4, your particular assessment and reporting responsibilities as a head teacher. Your understanding of an outcomes-based curriculum is critical for effective implementation of the new syllabuses and new policies of DoE, in your school.

If you are an inspector, your advisory role and monitoring and assessment role, means that you should have a working knowledge of all the subject syllabuses, multi-grade teaching, bilingual education, bridging to English, new approaches to planning, programming and assessing, and other aspects of the reform agenda. You are expected to critically review your current practices as an inspector, in the light of the assessment advice provided in the syllabuses and teachers guides. The National Assessment and Reporting Policy, 2003, identifies, in Section 6.8, your particular assessment and reporting responsibilities as an inspector.
If you are a provincial education officer or a district education officer, you have province wide responsibilities for different aspects of the reform curriculum including an outcomes orientation to the curriculum. The National Assessment and Reporting Policy, 2003, identifies, in Section 6.7, your particular assessment and reporting responsibilities, if you are a curriculum officer. You work with all of the groups mentioned above and others and interact and intersect with them in different ways.

The common and specific roles and responsibilities of these groups are described on pages 7-11, in the National Assessment and Reporting Policy, 2003).

The National Assessment and Reporting Policy, 2003, states that assessment at Upper Primary should:

• be flexible and use a range of assessment methods;
• be continuous and show the development of knowledge, skills and understanding in all school subjects;
• use local cultural approaches to assess and report students’ achievement where appropriate;
• be mainly internal but may include external assessment at the end of Grade 8, use criterion referencing and learning outcomes as the basis of the external assessment at the end of Grade 8; and
• result in the issue of national certificates of basic education approved by the Board of Studies reporting academic achievement, attitudes, values and other relevant achievements. (Section 7.3)

The policy also states that assessment at Lower Primary should:

• be predominantly integrated into teaching and learning activities as students bridge from vernacular to English
• use a range of assessment methods
• use local culture approaches to assess and report students' achievement where appropriate; and
• be used for diagnostic purposes only. (Section 7.2)

The first step in the process is self-reflection to look critically at your current practices and identify those practices that are compatible with reform and those that are not. Being clear about which are your good practices, in the reform context, allows you to build on them and move forward.

Opening the discussion about assessment and reporting

Gather a group of colleagues. Ask them to answer the following questions, individually:

• What is assessment?

• Why do you assess?
• How do we do it?

• What if we changed the way we do it?

Share your responses with others. Compare responses.

• Do the responses show a common understanding between you and your colleagues?
  Comment.

Part 1.1: Getting to know models and methods

In the next activity, you explore ideas and current practices in more detail. First, think about:

• What concepts and models underpin assessment, evaluation and reporting practices?

• What purposes do they serve?

• What methods are available?

Now do the following activities to help you focus on models and methods.

Think about the steps you normally do to plan and carry out your assessment of student performance and achievement. Answer these questions.

• Do you rely on particular routines, that is, set ways of assessing that have become habits?

• What different strategies do you use in your classroom?
Brainstorm, as a group, a list of terms related to assessing that come up often in discussion. List them here.

- How well do they work?
- Is there agreement about what they mean?
- With a colleague or in a small group, swap ideas about the different methods of assessment that you are using in your classrooms
- What kinds of methods do teachers prefer?
- Are there some assessment and reporting methods that you and your colleagues prefer?
- Are there some that you have avoided? If yes, why?

Record your next lot of responses in this table on page 7.
What methods seem to work best for particular purposes such as:

<table>
<thead>
<tr>
<th>Purposes</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• teaching and learning</td>
<td></td>
</tr>
<tr>
<td>• assessing individual performance</td>
<td></td>
</tr>
<tr>
<td>• assessing group performance</td>
<td></td>
</tr>
<tr>
<td>• assessing diagnostic needs</td>
<td></td>
</tr>
<tr>
<td>• evaluating the success of your program</td>
<td></td>
</tr>
</tbody>
</table>
Part 1.2: A model for reflection

Reflect on what you have learned from exploring the assessment and reporting practices in your school with a group of colleagues. The diagram may help you to locate yourself and your school in terms of current practices.

What do we/I know?

What has happened?
What has changed?

What will help inform us?

Departmental policies and procedures?

What existing condition will help us bring about changes to learning and teaching practices?

What are my/our current practice(s)?

What do we/I do?

What else can we/I do?

Where does it fit into assessing and reporting?

What are my outcomes?

Currently?
Ideally?

What do we/I believe...?

about the learning process

my role as a teacher/supervisor

what schooling is about
Section 2: What would you do?

How well do you think you currently carry out the role described for your current position in the previous section?

Below is a 7-step approach to exploring what is happening now in your school, or in a school that you advise or supervise. (If you are a teacher or senior teacher work with the head teacher; if you are a head teacher, work with your inspector; if you are an office-based person, work with a teacher or head teacher.)

The Seven Steps are:

1. Think about the assessment and reporting system your school uses now
2. Reflect on any changing assessment and reporting practices
3. Consider the current assessment and recording methods
4. Consider ways you report on student performance and achievement
5. Consider student participation in assessment and reporting
6. Consider how you communicate student assessment and reporting
7. Consider any emerging assessment and reporting issues.

This approach is an extension of the model you reflected upon on the previous page.

Use the information you gathered from your colleagues in the previous section to explore the situation further. Identify a small group of three or four colleagues to lead the exploration. It is only an exploration at this stage, so keep it small and manageable.

The plan here is to help you develop a timeline and an action plan to review your present policy on assessment and reporting to meet the reform requirements.

If your school or the school you supervise does not have a policy on assessment and reporting, the plan helps you develop a timeline and action plan to begin to develop a school policy.

If you are a teacher, look at the 8-point plan from your perspective; if you are a senior teacher or head teacher look at it from the school’s perspective; if you are an office-based person work with a school.

1. Think about the assessment and reporting system your school uses now.
   
   - What is working well?
   
   - Are any needs not being met?
Survey a few of the stakeholders (parents, students, teachers, other community groups) to find out what they think about the school’s current assessment reporting system.

- Are they generally happy with the current system?

- What additional information, if any, would they like to know, and for what purpose?

- What suggestions do they have for improving things?

Based on the survey findings propose some achievable refinements or changes, and include a method to monitor the effectiveness of these changes.

<table>
<thead>
<tr>
<th>Change</th>
<th>How to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Reflect on any changing assessment and reporting practices.

- Starting with your thoughts, evaluate what teachers are doing now. Record your group’s reflections here.

- What changes have we made in responding to recent developments in the school or the system (for example, the reform curriculum, the National Assessment and Reporting Policy)?
What are our school’s goals and beliefs in teaching?

How well do our assessment and reporting practices and routines work now?

What changes and developments have we made recently? Why? Are they getting the results we need? What have we lost or gained in the process?

Discuss your findings with colleagues. Ask them for critical feedback, and talk about possible ways to improve or work together in your approaches. You may, for example, want to:

- integrate approaches that work well now more fully into your routine
- share ideas with trusted colleagues to agree on effective methods and build collaborative ways of assessing and reporting.

Record your ideas here.

3. Consider the current assessment and recording methods

- Identify the range of methods used in your school and evaluate how effective they are for implementing an outcomes approach.

- List how you record your data now.

4. Consider ways you report on student performance and achievement

- Review how your school usually approaches the task of reporting student performance
- What are your overall aims?

- Do your methods help you achieve these aims?

• Identify any area(s) of the process that needs to be:
  - developed?
  - rethought?
  - boosted?
  - emphasised less?
  - removed altogether?

• Ask colleagues to help develop ideas to improve and streamline what you do. Record ideas here.
5. Consider student participation in assessment and reporting

Think about how much your students know, or need to know, about the methods and approaches you use to assess them.

- Survey your students to discover
  - what kind of feedback they prefer
  - what helps them to learn.

- Ask them to debate/discuss the pros and cons of different kinds of practices and methods. Record some significant findings here.

- Use this debate to identify how to develop more comprehensive self-assessment and peer assessment tasks. Write down your thoughts here.

- Identify (and trial) some ways in which your students can communicate or report their achievements to the wider school community. List your ideas here.

- If you have trialled any of them, write down some evaluative comments here.

6. Consider how you communicate student assessment and reporting with the community

- What mechanisms have you put in place to inform and involve the school community?

- Do you ask for feedback?

- What do you do with it?
7. Consider any emerging assessment and reporting issue

• Identify an issue or problem your school is facing, if any

• Develop some strategies to explore the nature of the problem in greater depth.

Summarize the seven steps using a mind map or another structure.

Having considered the seven-steps approach to exploring the current status of assessing and reporting in your school or in a school that you supervise or advise, you are in a position to develop an action plan.

A template is provided on the next page to assist with the process. (Section 3)
Section 3: Developing an action plan

You have now considered the seven-steps approach to reviewing a school’s policy on assessment and reporting or to begin to develop a new policy. Develop a plan of action to make the changes happen, either on your own or with a group of people.

An understanding of the National Assessment and Reporting Policy, 2003, the assessment advice contained in the syllabuses and teachers guides and the contents of this inservice unit are essential for developing this action plan.

Here is a sample template you can use. Each box has an example to get you started. In other phases, you should include collecting information, planning your action plan, consultation, trialling the action plan, review and revision, and anything else you think will be important to the task.

The given template may not suit how you plan to proceed. If this is the case, then develop a template of your own to do the action plan.

(Note: remember you are only planning an action plan. You might like to carry out your action plan at a later stage; but that is beyond the scope of this unit.)
### Suggested template for an action plan

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>When?</th>
<th>Purpose</th>
<th>Outcomes</th>
<th>Strategies/Activities</th>
<th>Who'll be involved?</th>
<th>Resources</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Phase 1 Preparation** | Term 3 4 weeks | To inform and seek support from school community about the review | • School community is involved  
• Some members are able to support the review | • Establish a committee of teachers, parents and students representatives  
• Design a questionnaire to gather views  
• Organise a forum to discuss.... | Head teacher ....... (add) | Current School or provincial policy  
The National Assessment and reporting policy 2003  
Module 4, In-service Unit 7 (add) other materials and models of change | |
| **Phase 3** | | | | | | |
| **Phase 2** | | and so on..... | | | | | |
Reflect on the process you have used so far to develop your action plan.

• How can you use this idea?

• What does this mean to you as a teacher?

• What opportunities and possibilities does this offer you?

• What do you now understand about yourself and your role as a teacher?

• What does this do to your concept of the teaching-learning-assessment process?

• Does this fit into your personal beliefs about people and how they learn?

• What meaning do you bring to this?

• What shared meaning do your colleagues and school bring to this?

• What else have you learned from this activity?

• How might you adopt these to your context?

• What considerations do you need to keep in mind?
Module Summary

Gutpela! You have reached the end of this module as well as the end of the unit! By now you should have developed some knowledge, understandings, insights and skills relating to assessment strategies, tasks, collection, interpretation, recording and reporting assessment information and evidence.

In this module, you drew what you learned into a cohesive action plan to explore how you could improve the learning outcomes for your students.

These activities will help you to be clear about the assessment expectations of the reform curriculum and can help you to sharpen the focus of your teaching.

Now that you have finished the module, how do you rate yourself in relation to the module outcomes?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. identify your current practices in assessing, recording and reporting students’ achievement information in relation to the National Assessment and Reporting Policy, 2003?</td>
<td></td>
</tr>
<tr>
<td>2. identify the depth and breadth of changes, if any, that you need to make to your current practices?</td>
<td></td>
</tr>
<tr>
<td>3. develop an action plan to apply your learning in your workplace?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered ‘Yes’ to all of them, then you have done very well. Think about what kinds of evidence will support your achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be a good idea to go over these sections again and have another go at the tasks, and/or reflect on the bits that gave you trouble and seek help.

Remember that achieving these module outcomes helps you to achieve the outcomes of the unit as a whole. Go back to the outcomes of the unit (in the Unit Introduction), and reflect on where you are now in relation to those outcomes.

In the introduction to this module, we advised you to keep a running record of any evidence you may have for particular unit outcomes. If you haven’t been doing this, go back over the module now and jot down, in your Learning Contract, some evidence for the unit outcomes for which you agreed to provide evidence.
Additional space for your notes
Additional space for your notes
Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit Summary
Unit 7  Assessing and Reporting Achievement of Outcomes

Unit Summary

Congratulations! You have completed the unit. At this point, let us review your learning journey.

The modules within the unit are:
Module 1:  Assessment is integral to teaching and learning
Module 2:  Assessment - are we accurately assessing student learning?
Module 3:  Assessment – are we accurately interpreting, recording and reporting learning?
Module 4:  Implications for practice

In competing this unit
•   you explored all the lower and upper primary syllabuses and teacher guides in order to understand the assessment requirements of the reform curriculum
•  you examined relevant sections of the National Assessment and Reporting Policy, 2003
•   you examined the principles of assessment for learning ways of collecting assessment information, the strategies for interpreting assessment information and making judgements about student achievement
•  you developed or adopted effective and efficient ways of recording and reporting assessment information to parents and other stake holders
•  you considered ways of informing the community about curriculum reform
•   you developed an action plan for reviewing your school's assessment and reporting policy or to develop a new one.

The focus throughout the unit required you to learn, do, share and reflect in the context of your work situation.

At this point let us review your progress. One way of doing this is by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. If you gained RPL for some of the outcomes, put a ‘tick’ in the right hand box in the table below for those outcomes. For the other outcomes how do you assess yourself – Yes, No or Not sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss the significance of the assessment information provided in the subject syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>2. describe the principles which should guide assessment and reporting in schools?</td>
<td></td>
</tr>
<tr>
<td>3. discuss a range of methods suitable for student assessment and their effectiveness in a range of contexts?</td>
<td></td>
</tr>
</tbody>
</table>
4. set assessment criteria for tasks consistent with syllabus outcomes?

5. demonstrate how to build a picture of a student’s achievement from a range of assessment tasks and activities?

6. review your own assessment, recording and reporting practices and make adjustments, as appropriate?

7. assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work?

8. develop an action plan to review and revise the school policy on assessment and reporting or to develop a new school policy?

If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at the tasks, and/or reflect on your difficulties and seek help.

A second way of assessing your progress is by completing the self-assessment in the Unit Introduction again. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessment of your own knowledge and skills before and after you completed this unit.
- Where have you shown the most growth?
- In which areas might you need to consolidate your learning or seek further assistance?
- Are these other areas that have now become apparent as learning priorities for you?

If you are satisfied that you are ready for assessment, go to your assessor and start the processes of assessment, if seeking academic credit. The demonstration of the negotiated unit outcomes through this Study Guide and any other negotiated materials form the basis for assessment.

If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the Accreditation and Certification section.

Good luck with the assessment processes and the assessment outcome.
Where to from here?

How can I build on what I have learnt?

If you want to learn more about the curriculum reform and what it means for teachers, think about these things.

• study one of the other primary in-service units
• try to help another teacher with their learning
• take on special school responsibilities
  - develop the school assessment schedule
  - become the community liaison officer
  - become the school in-service coordinator
  - team teach with a colleague
• look for opportunities beyond your school for supporting others
  - in a nearby school
  - at the cluster or district level
• develop resources
  - for your own use
  - for the use of others in your school
  - for others beyond the school.

It is important for all teachers to have some professional development plans. Remember you can improve your skills and understandings by learning, doing, sharing and reflecting.

What are you going to do?
Unit 7: Assessing and Reporting Achievement of Outcomes

Accreditation and Certification

Contents

<table>
<thead>
<tr>
<th>Accreditation and Certification</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Context</td>
<td>2</td>
</tr>
<tr>
<td>Some definitions</td>
<td>4</td>
</tr>
<tr>
<td>Ways this unit can assist you</td>
<td>5</td>
</tr>
<tr>
<td>Accreditation requirements</td>
<td>7</td>
</tr>
<tr>
<td>Certification requirements</td>
<td>8</td>
</tr>
<tr>
<td>Self-assessment of progress</td>
<td>10</td>
</tr>
</tbody>
</table>
The Context

Duration
Each unit has four modules. It will take you around 48 hours to complete a unit. You will need to work through this study guide completing the Learn, Do, Share and Reflect activities, doing any extra reading and, if you choose to seek accreditation, meeting the assessment requirements.

If you receive Recognition of Prior Learning called RPL (see page 5 of Learning Contract) it may take you less than 48 hours to complete the unit. This is acceptable to PNGEI because you have already met some of the requirements through your previous studies or work. If you have not done any academic studies lately, it may take you somewhat longer.

If you seek accreditation, you need to negotiate an expected completion date, as part of your learning contract. By this date you should have completed all assessment requirements and be ready to be assessed. Your assessor may also have been assessing you on a regular basis.

Learning tips
The Study Guide helps you do each module. Each module includes learning, doing, sharing and reflecting activities. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your workbook and learning journal. If you seek accreditation, you will need to submit the completed study guide to your assessor.

If you are studying off campus
This unit lets you study at home. There are many advantages to studying off campus:
- you study close to your home
- you can plan your study time to fit in with work or family commitments
- you can relate your study to your present job, to improve your learning.

There are also challenges. Learning this way needs discipline and motivation. Here are some tips for studying off campus.

Plan
Give priority to study sessions with a colleague. Make sure you allow enough time to travel to your meeting place, if you have to travel.

Make a study schedule and stick to it. Set specific days and times each week for study and keep them free from other activities.

In your learning contract note due dates for particular tasks.
In your study guide, for those activities where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.
Manage your time
Set aside a reasonable amount of time each week for your study program. If the bulk of the unit is done during NIST Week or PIST Week or another block of time, you may still have to complete certain activities in your own time.

Work in productive ways; discuss these with a colleague, your learning group or assessor.

Be organised
For your study, you will need the resources listed on pages 4-8. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005. If you cannot find them in your school, ask your head teacher or the district inspector. Without these resource documents you won’t be able to complete this unit. Once you have collected them, keep all your study materials organised in one place. Work through the unit systematically.

Find a good place to study
Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it
This is the most vital part of studying off campus. No matter what the difficulty is, ask for help straight away. Colleagues can help you in many ways. Some are described below.

Don’t give up
You can access this unit in different ways. Once you have chosen your pathway, you should set up your support network and start to use it. Seek help when you need it and don’t give up.
Some definitions

Colleagues, other teachers and education staff can help you in different ways. These include helping you by being a learning partner, a critical friend, a mentor, an imparter (facilitator) or an assessor.

A learning partner is a colleague with whom you have agreed to study. You may negotiate an arrangement to help you both to clarify ideas, brainstorm ideas and discuss plans and processes, and to generally support each other throughout your learning journey. This doesn’t mean that you provide joint responses to the tasks and activities with your learning partner. You should make your own responses and they should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give constructive feedback, ask thought-provoking questions, help you look at issues from different perspectives and help support change actions.

A mentor is a person who has a professional interest in you, is so willing to be a friend, guide, counsellor and/or a sounding board (that is, listens and responds to your ideas, issues and so on). A mentor may or may not be a colleague.

An imparter facilitates learning and provides input into the learning process. An imparter may not be approved to assess on behalf of PNGEI or TE&SDD.

An assessor is a person trained and approved by an authority such as PNGEI or TE&SDD, to facilitate learning, assess achievement and recommend an achievement grade in the context of the provision of this unit.

See page 3 of the Learning Contract for more information about the assessor.
Ways this unit can assist you

If self-improvement is your main goal ……
If self-improvement is your main goal, you will be able to help yourself in the following ways:

1. lainim yu yet or with a colleague
2. lainim wantaim in groups, over time, as the need arises, or in a structured way with a facilitator.

There may be other ways too of meeting your needs.

The learning outcomes for the unit, the self-assessment of progress, the learning model – Learn, Do, Share and Reflect – you’ll use, as well as the learning outcomes for each module can all help to guide and direct your learning journey.

Later on, if you would like to do some formal learning and would like to claim credit points for the work you do through this unit, you can enrol with PNGEI for external assessment as determined by PNGEI. The external assessment will be a task set by PNGEI for you to complete, not an examination.

If furthering your qualifications while improving yourself is your main goal ……
If furthering your qualifications while improving yourself is your main goal, you will need to study the unit and meet the assessment and accreditation requirements of PNGEI. For this you must work with an assessor.

Three modes of learning are suggested here.

Model 1: Self-learning for self-improvement
This mode is described on page 8. You may wish to study by yourself or with the help of a colleague or in a group situation. If you wish to seek potential credit points, then you will need to enrol with PNGEI for external assessment. For this you will need to complete a task.

Mode 2: Off Campus face-to-face (with an assessor)
This means lainim wantaim in groups over a period of time to make up around 48 hours in a structured way:
- school-based or cluster-based (for example, 2 hours a week over a number of weeks)
- during NIST or PIST week as a one week course with follow up sessions
- as a one week course, including evening sessions.

Mode 3: On Campus face-to-face (with an assessor)
This means attending a PNGEI regional centre or a PNGEI Study Site, if they offer this unit as part of a course, and by meeting PNGEI assessment and accreditations requirements.
PNGEI regional centres are:

- Gaulim Teachers’ College - New Guinea Islands region
- Kabaleo Teachers’ College - New Guinea Islands region
- Madang Teachers’ College - Momase region
- Holy Trinity Teachers’ College - Highlands region
- PNGEI - Southern region

PNGEI Study Sites are located in Daru, Balimo, Suki, Kiunga, Alotau, Samarai, Bolubolu, Losuia, Rabaraba, Popendetta, Kupiano, Berina, Wau, Bulolo, Kerema, Kilion, Baimuru, Vanimo, Aitape, Wewak and Maprik and other places. Contact PNGEI for more information.

For Modes 2 and 3 above, you will need to negotiate a learning contract with the assessor who will:

- approve and oversee your learning contract and any learning plan
- assess your work
- recommend an achievement grade to PNGEI.
Accreditation Requirements

The following describes the accreditation arrangement that has been negotiated with PNGEI for potential credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education or further education.

All modes of study – self-learning, off campus face-to-face learning and on campus face-to-face learning - are acceptable to PNGEI.

Mode 1: Self-learning
In the self-learning mode, you are eligible for credit points only if you do an external assessment through PNGEI. A learning contract is not required for this. If you don’t succeed the first time, you will have two more chances to enrol and pass the unit.

A pass means four (4) credit points for every unit you pass.

Mode 2: Off Campus face-to-face
If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if you are seeking academic credit.

Four (4) credit points are earned per unit for achievement of HD, D, C or P. A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

Mode 3: On Campus face-to-face
If studying on campus at a PNGEI regional centre or a study site established by PNGEI supervised by an assessor, then you must undertake assessment.

Four (4) credit points are earned per unit for achievement of HD, D, C or P. A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (for example, HD, D) for a unit, the better your chances are for being admitted to PNGEI courses to further your qualifications.

If you complete all nine units successfully, you earn 36 credit points.
Certification requirements

The Certification Authority for academic credit is PNGEI. If you are seeking academic credit, you will need to:
• negotiate a learning contract
• enrol at PNGEI and pay course fees
• meet the assessment requirements.

Assessment requirements

Assessment has three components.

1. Self-assessment - compulsory, but not for academic credit
Self-assessment allows you to assess what you know and what you do not. This is not designed to be a rigorous challenge for Recognition of Prior Learning (RPL), but rather to motivate and sustain your interest. You should do the self-assessment again once you have reached the end of the unit, to assess and appreciate for yourself the progress you have made.

Self-assessment is compulsory in the sense that you will need to show your assessor that you have done it, at the beginning and at the end of the unit.

2. The process of learning - compulsory, but not for academic credit
We ask you to complete various tasks throughout this unit. The tasks include learning, doing (eg. investigating, surveying, etc.), sharing findings and information with others, and reflecting on the implications of the new knowledge and skills you have gained for your practice. The learning contract that you’ll negotiate with your assessor will specify the range of tasks you will be expected to complete.

This component of assessment is compulsory in the sense that you will need to show your assessor that you have done the tasks specified in the negotiated Learning Contract.

If you want to, you can use the work you do on the tasks, as appropriate, as evidence that you can demonstrate the outcomes.

3. The results of learning - evidence to demonstrate achievement of outcomes, required for academic credit
If you are seeking academic credit, you need to provide evidence that you can demonstrate the achievement of outcomes. Successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P), based on the achievement of the outcomes. It is up to you to provide evidence that you have achieved the outcomes.

Some of the evidence could come from your investigations and action. Some could come from your reflections. Wherever it comes from, however, you will need to identify the evidence and relate it to particular outcomes for your assessor.
The learning contract (see pages 1-8 of the next section)

We ask you to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It helps to personalize your learning. It also helps you to devise, with your assessor, ways you can demonstrate the learning outcomes you achieve.

You will find a blank copy of the learning contract for this unit in the next section, pages 1-8.

Enrolment and payment of fees

Mode 1: Self-learning
If you are seeking academic credit through external assessment, you should enrol directly with PNGEI at the beginning of a trimester. You can do this when you are ready to be assessed. There are three trimesters in a year. You must pay a course fee when you enrol. You can get information about course fees from PNGEI.

Mode 2: Off Campus face-to-face
If studying in your province with an assessor (i.e., off campus face-to-face), you should enrol in the province with the assessor and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

Then, send your enrolment form and receipt of payment of the course fees to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Mode 3: On Campus face-to-face
If studying at a PNGEI regional centre or a PNGEI study site with an assessor (that is, on campus face-to-face), you should enrol with the regional centre or study site and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

You should then provide receipt of payment of the course fees to the course coordinator at the regional center or study site. The co-ordinator will then send your enrolment form and receipt of payment to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, BOROKO, NCD, PNG.
Self-assessment of progress

Completing this task is a compulsory part of the assessment schedule. However, it will not contribute to the final grade.

Fourteen statements, numbered 1 to 14, are given below. Each statement is followed by a continuum with four markers identified on it. To assess yourself, mark where you are now, on each continuum, based on what you know now, at the beginning of the unit.

For example, look at Statement 1, ‘I know the principles of effective assessment’. If you know a lot about the principles of effective assessment, then you should make a tick close to ‘very well’, the third marker. If you know only a little bit about the principles, or aren’t sure what they are, then put your tick close to ‘little’, (that is, the first marker). If you feel you have thought a lot about principles of effective assessment and have been practising them, and could help others, then you should put the tick close to the fourth marker, ‘can help others’.

Now do this task as best as you can in order to maximise your learning.

1. I know the principles of effective assessment.


little moderately very well can help others

2. The range of assessment methods that I can confidently use may be described as


limited moderate extensive can help others

3. I am familiar with the assessment advice, strategies and tasks provided in the new syllabuses and teacher guides.


little moderately very well can help others

4. My understanding of how to apply the assessment advice, methods and task provided in the new syllabuses and teachers guides may be described as


limited moderate extensive can help others

5. I am familiar with the assessment and reporting advice and methods provided in the National Assessment and Reporting Policy, 2003.


little moderate very well can help others
6. I can develop assessment tasks consistent with learning outcomes.

   little  adequately  very well  can help others

7. I can interpret assessment information to make judgements about student achievement consistent with learning outcomes.

   little  adequately  very well  can help others

8. My ability to implement assessment advice in the curriculum in a holistic way (that is, consistent with syllabuses and integrated with teaching and learning and across subjects) is

   limited  adequate  extensive  can help others

9. My ability to apply the reform expectations presented in the *National Assessment and Reporting Policy, 2003* may be described as

   limited  adequate  very good  can help others

10. I know efficient ways of recording assessment information.

   little  adequately  very well  can help others

11. My ability to report student achievement using learning outcomes - (knowledge, skills and attitudes) - may be described as

   limited  moderate  extensive  can help others

12. My ability to use diverse assessment information to diagnose student learning needs and to plan further learning activities and strategies is

   limited  adequate  very good  can help others

13. I understand what I should do in my present work situation to fully implement the assessment and reporting implications of the reform curriculum.

   limited  adequately  very well  can help others

14. My understanding of the integrated and holistic nature of teaching and learning is

   limited  adequate  very good  can help others

On completing the unit, you need to do the *self-assessment* again to see for yourself what progress you have made by doing all the learning activities.
Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 7: Assessing and Reporting Achievement of Outcomes

Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.
Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.

Use this learning contract as a basis for discussion with your assessor before you begin this unit. During this discussion, you and your assessor will negotiate

- the outcomes, if any, for which you may seek recognition of prior learning (RPL)
- the activities you will undertake on your own
- the activities you will undertake as part of a group or with a colleague
- the evidence you will show to prove that you have met the learning outcomes of the unit.

Complete the learning contract before you start your study. Give a copy of the agreed contract to your assessor.

Any later changes to the contract should be re-negotiated, agreed upon, and signed off by both you and the assessor.

**Learner:** Name: _____________________________ Sex: M/F □

File No. _____________________________

Position/Location: _____________________________

**Assessor:** Name: _____________________________ Sex: M/F □

File No. _____________________________

Position/Location: _____________________________

**Expected completion date:** _____________________________
Assessor Information

Who is an assessor?

An assessor is
• a skilled, experienced educator with professional integrity and good communication skills
• acceptable to PNGEI as an assessor
• trained by TE&SD, PNGEI and Curriculum Reform Implementation Project (CRIP)
• nominated by the provinces, PNGEI and its regional centres.

What does the assessor do?

The assessor
• facilitates learning in the off-campus and on-campus face-to-face modes of delivery
• approves and overviews your learning contract and any learning plan
• checks that you have met all assessment requirements prior to assessment
• assesses your work
• recommends an achievement grade to PNGEI.

How do you find the nearest assessor?

• A list of assessors’ names, locations and contact details will be made available, as they are selected and trained. This list will come out in a PNGEI Circular to provincial education offices, district offices and head teachers of schools directly.
• This list will also be published in the PNGEI Handbook.

How are assessors paid?

• PNGEI-approved assessors trained to work in the off campus face-to-face mode (that is, external assessors) are paid an incentive as determined by the Governing Council of PNGEI.
• PNGEI staff trained as assessors to work in the on campus face-to-face mode (that is, internal assessors) work to PNGEI conditions.
Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you have worked through the unit. These statements are learner-centred and written in a way that enables them to be demonstrated, assessed or measured.

On successful completion of this unit, you can (are able to):

1. discuss the significance of the assessment information provided in the subject syllabuses and teachers guides
2. describe the principles which should guide assessment and reporting in schools
3. discuss a range of methods suitable for student assessment and their effectiveness in a range of contexts
4. set assessment criteria for tasks consistent with syllabus outcomes
5. demonstrate how to build a picture of a student’s achievement from a range of assessment tasks and activities
6. review your own assessment, recording and reporting practices and make adjustments, as appropriate
7. assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work
8. develop an action plan to review and revise the school policy on assessment and reporting or to develop a new school policy
Recognition of Prior Learning (RPL)

This is the evidence I will use to show which learning outcomes I can already meet (recognition of prior learning or RPL). In the table below, I’ll list the number of the outcomes for which I am seeking RPL and the evidence I can show.

(For example, if you are claiming RPL for Outcome 1: discuss the significance of the assessment information provided in the subject syllabuses and teachers guides, you can do it in a number of ways. Evidence can be a presentation to a group on this topic, an article you prepare for publication on the topic, studies you have undertaken previously or a combination of these. You should discuss this with your assessor. If the evidence you submit is satisfactory to the assessor, you will be deemed to have achieved Outcome 1.)

<table>
<thead>
<tr>
<th>Learning</th>
<th>Evidence</th>
<th>Satisfactory Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Assessor’s signature)</td>
</tr>
</tbody>
</table>

We agree to the evidence to be provided as detailed above and we acknowledge RPL as certified above.

--------------------------------------
Learner                                      Date

--------------------------------------
Assessor                                    Date
## Negotiated Tasks

Now that there is agreement about recognition of prior learning, I undertake to do the tasks as listed below.

<table>
<thead>
<tr>
<th>On my own</th>
<th>With others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We agree the tasks to be undertaken are as detailed above.

<table>
<thead>
<tr>
<th>Learner</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence for Assessment

This is the evidence I will use to show I have met the other learning outcomes when I have completed the unit. In the table below, I’ll list the number of the outcomes for which I am showing evidence (for example, Outcomes 1, 2, 3 and so on) and the kind of evidence I’ll use to show achievement of these outcomes.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Evidence</th>
<th>Satisfactory</th>
<th>(Assessor’s signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We agree that the evidence to be produced for assessment of learning outcomes is as detailed above.

-----------------------------------------------------
Learner                              Date
-----------------------------------------------------
Assessor                             Date
Declaration

I declare that the work I have provided as evidence of achieving outcomes is as negotiated with my assessor and is consistent with my learning contract.

I have acknowledged all sources of information that have contributed to my work.

Learner…………………………………………............ Date……………………………………

Assessor…………………………………………............ Date……………………………………

Sources of information (Human, print, other):

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................
Unit 7: 
Assessing and Reporting 
Achievement of Outcomes

Final Steps
Final Steps ...

Now you are almost ready to start work. To make sure you’ve done all your preparation for seeking academic credit, check the following.

<table>
<thead>
<tr>
<th></th>
<th>Yes/No/</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have done the initial self assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have negotiated my learning contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have access to the resource documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand what I should do to meet the assessment requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have said ‘yes’ or ‘not applicable’, as appropriate, to the above, then you are ready to get into the modules of this unit. If you have said ‘no’ to any of them, then you should re-consider why you are doing this unit.

The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

*If you are seeking academic credit*, then remember that you *must* work with an assessor or enrol for external assessment. The colleague you work with can also be your learning partner, mentor, critical friend or facilitator (impartor).

*Gut lak long stadi bilong yu*
PRIMARY REFORM CURRICULUM
UNIT 7: ASSESSING AND REPORTING ACHIEVEMENT OF OUTCOMES