

Assessing and Reporting Against Outcomes in a Standards Based Curriculum

The Development of Annotated Student Work Samples



Focus of presentation

- **Curriculum and Standards Framework**
- **Improving teacher assessments**
- **Calibrated assessment tasks**
- **Annotated student work samples**
- **Issues in project development**
- **Issues in reporting against the CSF**

Standards

- **Explicit information about expected standard at each level**
- **Learning outcomes**
 - **Describe what students should know and be able to do at each level**
- **Indicators**
 - **Basis for teacher assessment of whether learning outcomes have been achieved**

Annotated work samples

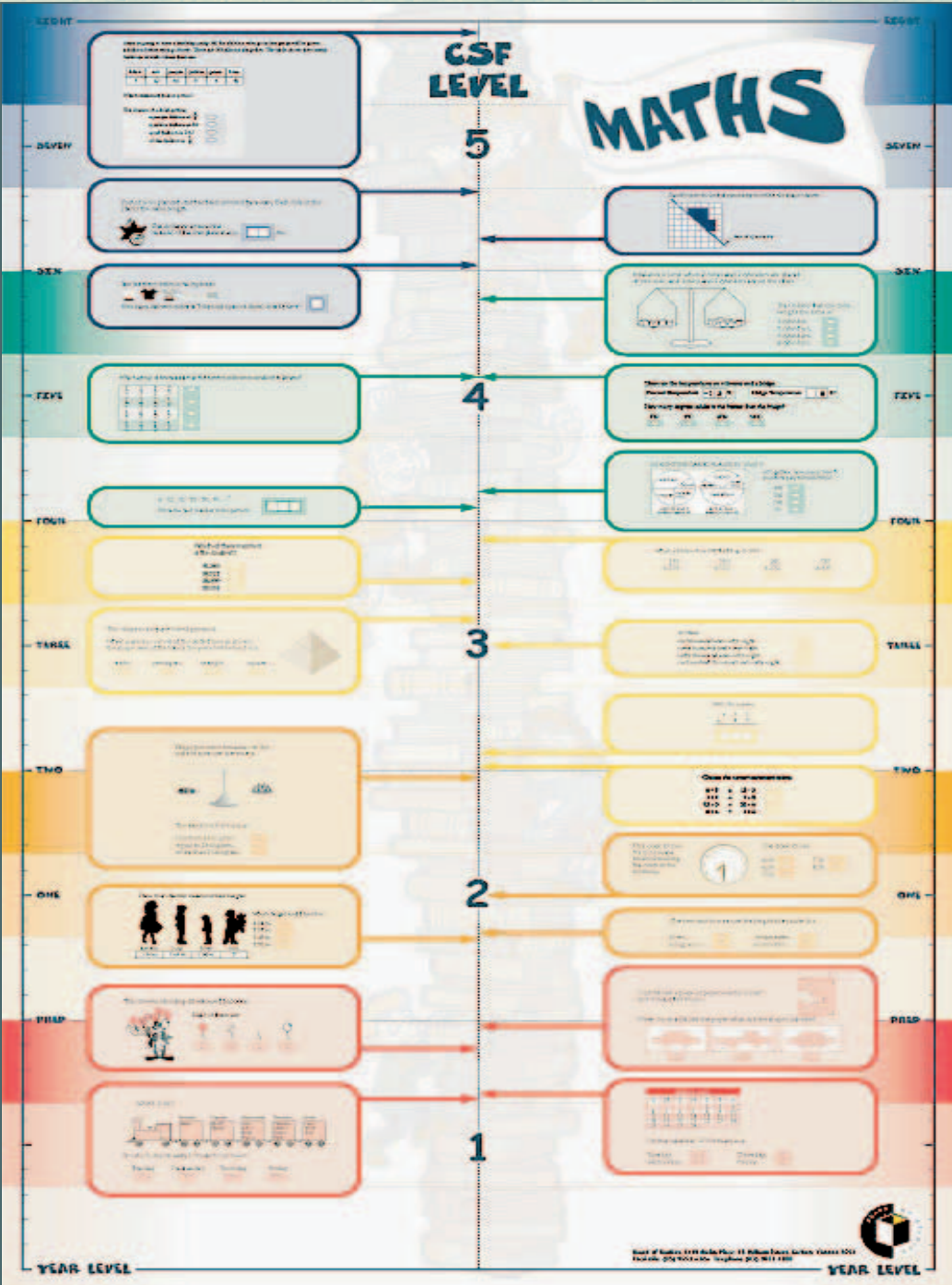
- **Help answer question ‘What does student work at this standard look like?’**
- **Illustrate achievement of learning outcomes at the expected standard**
- **Assist development of common understanding of CSF standards**
- **Assist consistent judgments of student achievement against CSF**

Improving consistency

Resources include

- **Statewide testing - assessment criteria and work samples**
- **CSF Progress Maps**
- **Annotated student work samples**

Mathematics Progress Map



Key features of progress maps

- Describe the knowledge, skills and understandings in the order in which students *typically* develop them
- Selected test items and student responses from Statewide tests (1996-1999)
- Work samples / items illustrate progress at various locations along the CSF map based on student responses

Annotated work samples

■ Stage 1

- English**
- Mathematics**
- LOTE (French, Chinese, Indonesian)**
- Science**

■ Stage 2

- The Arts (Music)**
- Health and Physical Education**
- Studies of Society and Environment**
- Technology**

Project brief

- **Develop assessment tasks –**
 - selection of levels, strands, learning outcomes and indicators across the KLAs
- **Develop assessment criteria / marking guides**
- **Describe teaching and learning context**
- **Calibrate tasks and work samples**
- **Annotate work samples**
- **Publish in print and electronically**

Developing assessment tasks

- **Number of learning outcomes for task**
- **Duration of tasks**
- **Type of tasks**
- **Prior teaching and learning**
- **Consistency of implementation during trials**
- **Comparability across levels**

School trials

- **Timing**
- **Number of students / schools**
- **Completion of tasks**
- **Anonymity - performance tasks**
- **Across year levels**
- **Content KLAs**

Marking and calibration

- **Development of assessment criteria / marking rubrics**
- **Measurement models**
- **English and Mathematics - Calibration against Statewide testing data**

Selection of work samples

- **At the level**
- **Towards the level**
- **Beyond the level**
- **Composite samples**
- **Modifying tasks / questions**



Annotations

- **Identify distinguishing features of development in student response**
- **Describe qualities of the work that demonstrate achievement of learning outcomes and indicators**
- **Linked to learning outcomes and indicators**

Publication

- **Print, CD-ROM and on-line**
- **CD-ROM builds on CSF II published 2001**
 - **All work samples in print document**
 - **Additional work samples**
 - **Student materials including written, audio, video stimulus**
 - **Student presentations in video/audio form**

Key features of work samples

- Specific learning outcomes and indicators relevant to task
- Context for task
- Work sample typical of responses students produce when *working at the level*
- Annotations identify attributes of the work
-   - samples *towards or beyond level*¹⁶

Using the work samples

- **Refining judgments**
- **Developing assessment tasks and collections of student work**
- **Communication with students**
- **Communication with parents**
- **Professional development**
- **Moderation activities**

Reporting – the context

- **CSF provides a framework**
- **Teachers use a 3 point scale to report**
 - **Beginning**
 - **Consolidating**
 - **Established**
- **Improving assessment and reporting**

Issues

- **The B,C, E scale is difficult to use**
- **Reports to parents can be confusing as the scale is unfamiliar**
- **Reports to parents may not indicate a student's progress**
- **Current teacher judgment varies considerably**
- **Students performing below or above expectations not adequately identified**

Proposed Reporting

- ☛ **CSF achievement**
- ☛ **Learning progress**
- ☛ **Non-academic ‘social development’**
- ☛ **Five point scale**