

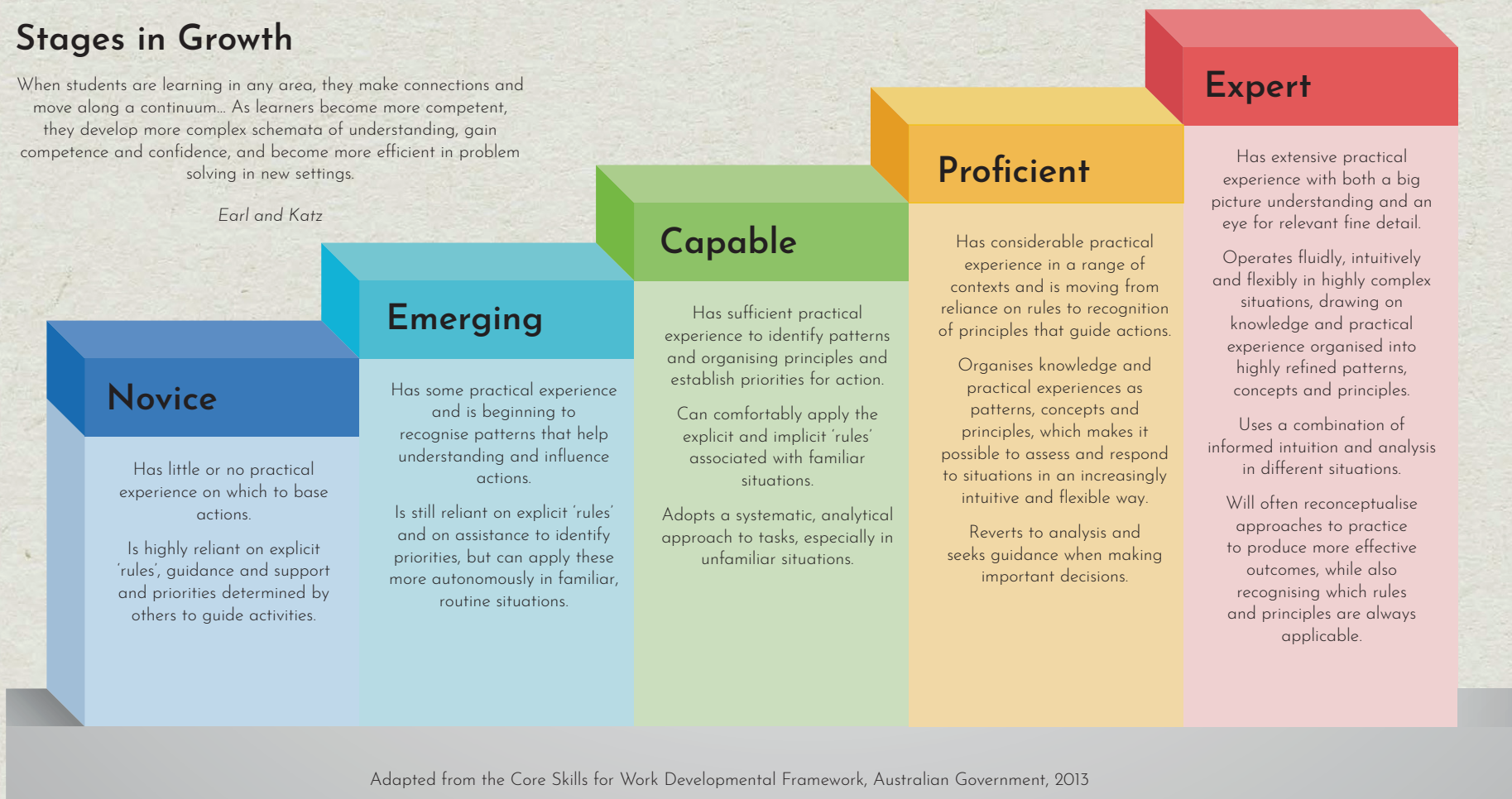
Years 9 to 12 Assessment Framework

CONSULTATION DRAFT

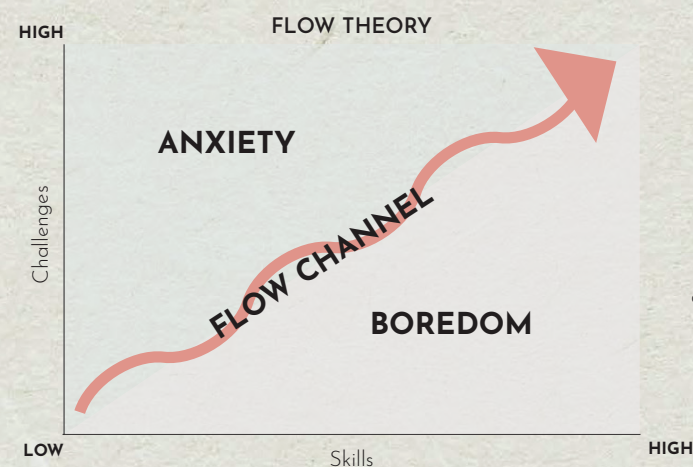
Stages in Growth

When students are learning in any area, they make connections and move along a continuum... As learners become more competent, they develop more complex schemata of understanding, gain competence and confidence, and become more efficient in problem solving in new settings.

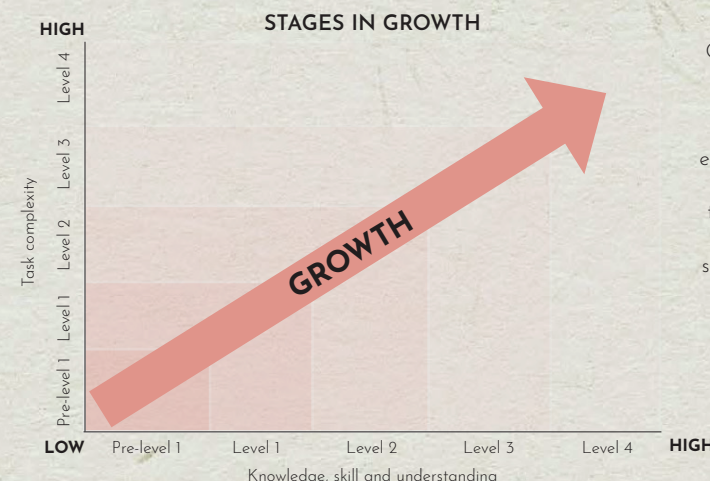
Earl and Katz



Course design allows for learner growth through a range of progression levels. The language of assessment is consistent across Years 9 to 12. Work requirements at each level outline a consistent expectation for students across all courses.



Flow is an optimal psychological state that people experience when engaged in an activity that is appropriately challenging their skill level, often resulting in immersion and concentrated focus on a task. This can result in deep learning and high levels of personal and work satisfaction.
Mihály Csikszentmihalyi



Overlaying Flow Theory with the concept of levels of complexity provides a schema for educators that recognises the interplay between task complexity and the developing knowledge, skills and understandings that learners accrue as they progress through levels from Pre-Level 1 to Level 4.

"Student growth is a measure of the individual progress a student makes over time along a defined learning progression. Focusing on student growth matters because it enables every student to progress regardless of starting point or capabilities." Gonski et al

Definition of Assessment

Assessment is the intentional process of eliciting evidence of learning at a point in time, which is used to:

- make an inference about learning achievement, against a standard, progression, criteria, competency or intention at a point in time
- design and enact the next steps to progress learning.

Assessment Principles

Assessment is underpinned by the belief and expectation that all young people can learn. High quality assessment:

- is fair, equitable, inclusive and responsive to student needs
- enables learner autonomy and agency
- invites collaboration with others e.g. peers, family, community, industry
- is ongoing and integral to the teaching and learning cycle
- is aligned to curriculum, pedagogy and reporting (ACACA, n.d.)
- informs high quality, targeted feedback
- is evidence based, valid and reliable
- is authentic
- is transparent and purposeful.



Building Assessment Literacy

Investing in stronger moderation processes strengthens the robustness of internal assessments and better inform the allocation of an overall rating across a range of subjects/courses.



Cumulative Assessment

A modularised curriculum allows students to receive a cumulative assessment for each module completed. This can contribute to an overall assessment, certificate or statement of attainment.



General Capabilities

General Capabilities are assessed alongside knowledge and understanding criteria, where applicable to the nature and intent of the course, learning outcomes and work requirements.



Assessment on a Page

Formative and Summative assessment processes are supported by clear and concise criteria and achievement standards at each level of complexity.



Authentic Assessment

Assessment requires a demonstration of deep understanding and transfer of knowledge and skills, for example through folios, performances, rich tasks, projects and independent studies.



Progressions

The individual progress a student makes over time can be measured along a defined learning continuum; and is informed by ratings of attainment and progress through the stages based on evidence against standards.

This Framework is to be considered in conjunction with the Years 9 to 12 Curriculum Framework and the draft Years 9 to 12 Teaching and Learning Framework.