Welcome to the first newsletter “Let’s Talk Assessment”. The aim of this newsletter is to provide R-10 teachers and leaders in our sites with updates, information and professional learning in the key areas of assessment, moderation and reporting.

It is hoped that these newsletters will become part of teachers and leaders professional readings in the area of assessment.

Given the current climate in our sites with the Moving Forward with SACSA Strategy and the SA New Student Reports sites, have expressed a need to be engaged in professional activities around consistency of teacher judgement and moderation.

This first newsletter will focus on Consistency and Moderation to support sites in their current work in making professional judgements about student achievement.

What is professional judgement?

Professional judgement is an estimation by a teacher of a student’s achievement of SACSA Outcomes and Standards, using evidence of learning collected over time and in a range of contexts.

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Professional judgement is an estimation by a teacher of a student’s achievement of SACSA Outcomes and Standards, using evidence of learning collected over time and in a range of contexts.

Teachers make judgements about student achievement that they report to students, their families, the community and, in some instances, the system. These judgements generate student achievement data that is used to inform future planning.

“The value of looking at student work resides in its potential for bringing students more consistently and explicitly into deliberations among teachers. Looking at student work has the potential to expand teachers’ opportunity to learn, to cultivate a professional community that is both willing and able to inquire into practice, and to focus school-based teacher conversations directly on the improvement of teaching and learning.’

(Phi Delta Kappan November, 2003).
Issues teachers face when making and recording observations and judgements of student achievement:

- pre-judging—judgements based on perceptions of student ability rather than actual student performances
- confusing achievement with effort—teachers sometimes use assessments to reward effort
- different standards for different students
- cultural stereotyping
- gender stereotyping
- the halo effect—assessment of a student performance is influenced by other aspects of the student’s performance
- the proximity error—a tendency by assessors to give similar assessments on outcomes or criteria that are considered close together
- the central tendency error—a reluctance by some assessors to assign very low or very high ratings
- severity/leniency error—some assessors tend to give students higher assessments than other assessors would give them, while other assessors tend to give all students lower assessments than other assessors would give them.

Consistency of Teacher Judgement CD ROM.

Mathematics Outcome 2.4

Verbs

Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurements is approximate and that some tools increase their precision.

Nouns/Noun Phrases

metric units
attributes of figures
objects
events or cycles of events
duration and time of events
measuring tools
all measurement is approximate

Developing a common language...

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of ‘unpacking’ them by picking out the verbs (skill or process) and nouns/noun phrases (knowledge or content).

Unpacked even further...

Mathematics Outcome 2.4

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

For Example:

Mathematics Outcome 2.4

Strand: Measurement

Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurements is approximate and that some tools increase their precision.

Verbs

Chooses, estimates and uses

Measures

Orders

Estimates

Constructs and uses

Explains

Nouns/Noun Phrases

metric units
attributes of figures
objects
events or cycles of events
duration and time of events
measuring tools
all measurement is approximate
### Outcome 1.4
Compares and orders
Measurable attributes of distance, surface, space, mass, turn/angle and time
Describes
Size of a wide range of familiar figures, objects and events

### Outcome 2.4
Chooses, estimates and uses
Metric units to
Measure
Attributes of figures and objects
Orders
Events or cycles of events
Estimates
Duration and time of events
Constructs and uses
Measuring tools
Explains
All measurement is approximate
Some tools increase precision

### Outcome 3.4
Selects
Appropriate attributes
Appropriate systems to
Measure
For a variety of purposes
Reports
How measurement is used in social practice

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**Moderation**

**Moderation enables teachers to:**

“Be sure, make sure and assure others”

- be confident in their ability to make judgements
- be convinced that the evidence is compelling
- be accountable to learners and their families

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**Looking at the Standard Before and After**

Students demonstrate knowledge, skills and understandings in diverse ways

- Self and peer evaluations
- Journals and learning logs
- Portfolios
- Graphic organizers eg. mind maps
- Tests
- Co-operative learning (group work)
- Discussions
- Graffiti walls

- I Learned statements
- Oral presentations
- Problem solving activities
- Multimedia presentations….and more

A question for teachers to ask themselves:

**What scaffolding do I need to put in place to support students to demonstrate their learning?**

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**Useful websites:**

- www.curriculum.edu.au/assessment
- www.in2assessment.edu.au
- www.sacsa.sa.edu.au
- Ideas For Practice—Moderated Evidence
- Working with Outcomes

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**Moderation of work samples allows teachers to compare judgements with colleagues to closely understand what students have achieved.**
SACSA Moderation Protocol

Sites involved in consistency and moderation professional development activities in 2006 have been using the SACSA Moderation Protocol which provides guidelines for how to set up a moderation process; the roles and responsibilities of participants; useful proformas etc.

For further information please contact:

SACSA Team: Julie Roberts 8226 4142. Jamie Dunnill 8226 0083
Standards Team: Tracey Davies 8226 2039 Andrew Wells 8226 1098

Have your say…

What would you like to see in future editions of the Let’s Talk Assessment Newsletter?

Make a contribution…

Are you involved in interesting and innovative assessment practices at your site or know of any? This is a good chance to share with others.

Contact Jane Leaker Tel: 8226 4328 Email: leaker.jane@saugov.sa.gov.au

DID YOU KNOW?

Screening and Assessment Resource Guide

This is a resource which has been developed and written as a result of work undertaken by the Learning Difficulties Support Team and Staff at the Special Education Resource Unit (SERU).

The purpose of the resource is to provide information about screening and assessment tools that centre and school personnel may use with students from Early Years to Senior Years. It includes a brief description of each assessment, an indication of whether the assessment is for an individual or a group, the level of schooling, the author and date of publication. For example:

Title, Description and Publication Details

Neale Analysis of Reading Ability—Third Edition

This pack consists of a manual (130 pages), reader (84 pages), test forms 1 and 2, diagnostic tutor 1 and 2. The Neale Analysis is a standardised reading test and a diagnostic test. It can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual’s reading behaviour. The Neale Analysis can be used with readers of all ages including adults, especially those with a non-English language background, but the tables of norms refer to learners aged 6-12 years. Components include: Reader—contains all narratives and six supplementary diagnostic tests; Manual—contains all information concerning the development, description, administration and scoring; Individual Records—four separate individual scoring sheets used to record a running account of errors.


The screening and diagnostic tools annotated in this resource are available for viewing or loan from the Special Education Resource Unit (SERU), Henley Beach. Phone: (08) 8235 2871 Email: admin@seru.sa.edu.au

A COPY OF THE SCREENING AND ASSESSMENT RESOURCE GUIDE WILL BE SENT TO ALL SITES IN TERM 3.

For further details please contact: Ingrid Alderton, Manager Learning Difficulties Policy and Service. Phone: 8226 1769

References: