

# Assessment in P–2

## Advice on implementing the Australian Curriculum P–10

This is the second of three interim information statements providing advice specifically about Prep–Year 2 (P–2). This statement includes advice on:

- planning a balanced assessment program
- collecting evidence of children’s learning
- monitoring learning
- making judgments.

Other information statements provide interim advice about:

- Planning learning in P–2
- Reporting in P–2.

Relevant advice in these statements will inform the development of P–2 planning learning, assessment, and reporting guidelines which will be available early 2012.

The information statement has been developed by the Queensland Studies Authority (QSA), in consultation with Queensland’s school sectors (Education Queensland, Queensland Catholic Education Commission, Independent Schools Queensland) and early years educators.

## Planning a balanced assessment program

P–2 teachers develop and implement a balanced assessment program across learning areas where the Australian Curriculum is available and the remaining Queensland learning areas where the Australian Curriculum is not yet available. A balanced assessment program:

- promotes, assists and improves teaching and learning
- helps children achieve the highest standards
- provides parents/carers with meaningful information on children’s achievements.

A balanced assessment program provides opportunities for teachers to collect evidence of children’s learning that is demonstrated through comprehensive assessment processes that follow a cycle of monitoring, diagnosing and intervening. A balanced assessment program may show this when using contemporary assessment practices based on:

- *assessment for learning* — enabling teachers to analyse and interpret information about children’s progress in an ongoing manner to inform their teaching
- *assessment as learning* — enabling children to reflect on and monitor their own progress to inform their future learning goals
- *assessment of learning* — assisting teachers to use evidence of children’s learning to assess achievement against goals and standards.

# Collecting evidence

In P–2, evidence is collected across learning areas where the Australian Curriculum is available and the remaining Queensland learning areas where the Australian Curriculum is not yet available.

## The assessment folio in P–2

An assessment folio is a targeted collection of a child's work for ongoing review and analysis, and for reporting a child's achievement and progress at a point in time. Administrators and teachers determine the evidence that will be collected to demonstrate a pattern of achievement within the child's learning across the Australian Curriculum and the remaining Queensland learning areas, where applicable.

Teachers and administrators should be aware that the purpose and content of the targeted assessment folio used with the Australian Curriculum and the remaining Queensland curriculum is different from the comprehensive individual portfolio that was used to collect evidence of learning progress in the *Early Years Curriculum Guidelines (EYCG)* context.

## Setting assessment folio requirements

When P–2 administrators and teachers determine the minimum requirements of the assessment folio, they aim to collect a representative selection of evidence of the child's learning in relation to the achievement standard for each learning area. When setting requirements, they:

- ensure there are multiple opportunities to demonstrate the elements of the achievement standard and to demonstrate patterns within the evidence
- include evidence compiled over time from a variety of quality early years assessment techniques and across a range of teaching and learning contexts
- consider the Year-level requirements and the school's context
- ensure evidence of children's learning is collected over a timespan that suits reporting and moderation processes for the purpose of twice-yearly reporting.

P–2 planning learning, assessment, and reporting guidelines will be available in early 2012. The guidelines will provide further information about assessment folio development and evidence collection using quality early years assessment techniques.

## Using an assessment folio

P–2 teachers use the assessment folio to regularly analyse and interpret information to identify children's learning needs, to provide feedback, and to inform ongoing teaching. It is used when making judgments about children's learning and when developing comments for reporting.

In the learning areas where the Australian Curriculum is available, the evidence within the assessment folio is linked to the Australian Curriculum achievement standard.

In the learning areas where the Australian Curriculum is not yet available, the evidence within the assessment folio is linked to the Queensland *EYCG* (in Prep) or the *Essential Learnings and Standards* (in Years 1–2).

A child's assessment folio typically:

- provides evidence about learning in Australian Curriculum and the Queensland *EYCG* and *Essential Learnings and Standards*
- organises evidence by learning areas
- includes demonstrations of a range of assessment techniques for each learning area
- includes evidence that represents a variety of assessment purposes.

## Monitoring learning

Prep teachers should take their school sector's advice on the continued use of the *EYCG* individual portfolio or other processes to monitor learning in Prep.

Years 1 and 2 teachers should take their school sector's advice on the use of current or other processes to monitor learning in Years 1–2.

P–2 teachers may, in consultation with their school sector, continue to monitor children's learning using the Literacy and Numeracy Indicators for P–2. The QSA is currently aligning the indicators to the Australian Curriculum.

The QSA will also complete planned reviews and advice on other P–2 monitoring resources, such as the Year 2 Diagnostic Net and the Year 1 Literacy and Numeracy Checkpoints Assessments. Queensland's school sectors will continue to provide advice on the use of these resources.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is yet to release advice about monitoring children's learning within the Australian Curriculum general capabilities and cross-curriculum priorities. The QSA will provide advice about these as it becomes available.

## Making judgments

P–2 teachers make judgments about children's achievements and progress in the learning areas where the Australian Curriculum is available and in the remaining Queensland learning areas where the Australian Curriculum is not yet available.

Judgments about children's learning are made in a continuous manner and are based on demonstrations of their learning over time — as their learning varies from day to day and across contexts. Teachers regularly record, review and analyse children's work, and use this ongoing process to make judgments that inform future teaching and provide feedback on children's learning.

## Using learning area standards descriptors

The QSA has developed learning area standards descriptors for each P–2 Australian Curriculum learning area that will assist teachers when developing tasks for assessment and when making judgments. The descriptors detail the expected qualities in children's work and assist teachers to make on-balance judgments about the Australian Curriculum achievement standards at the end of a term, semester or year.

The learning area standards descriptors detail the expected qualities demonstrated in a collection of children's work on the P–2 reporting framework which is linked to the Australian Curriculum achievement standards. Refer to *Reporting in P–2: Advice on implementing the Australian Curriculum P–10*.

## Consistency of teacher judgment

Teachers must moderate and validate judgments about children's learning progress to ensure consistency of judgment when matching evidence in an assessment folio to a standard or a phase descriptor.

A moderation process may involve teachers sharing a sample range of assessment folios representing each level of the P–2 reporting framework in each of the learning areas. Teachers then discuss and match the samples to a level of achievement and apply an on-balance judgment to the class's remaining assessment folios.

School-based moderation processes can be applied to Australian Curriculum learning areas and remaining Queensland learning areas where the Australian Curriculum is not yet available.

## Using feedback

As part of their planning, P–2 teachers develop and conduct student feedback and feedback interviews throughout the year. Feedback provides an opportunity for teachers and children to share and plan learning goals based on a discussion of evidence in the assessment folio.

## More information

If you would like more information, please email: [australiancurriculum@qsa.qld.edu.au](mailto:australiancurriculum@qsa.qld.edu.au), or phone (07) 3864 0462. Or visit the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)