# Assessment guidance for remote and flexible learning

Guidance to support teachers across F-10 to continue ongoing assessment, monitoring and recording of each student’s achievement

On this page

* Plan for assessment
* Monitor student learning
* Communicate and provide regular feedback
* Collect evidence
* Record keeping

## Plan for assessment

Ongoing assessment of each student’s performance will continue to be embedded into curriculum planning, however, adjustments in assessment strategies may be required to reflect the change in teaching and learning environments.

It is important to:

* understand the student learning environment
* set clear expectations and procedures
* set appropriate assessment tasks

### Example: Secondary school - planning for assessment

‘In our curriculum area and year level teams, we discussed our expectations of what students would be able to do within our units of work. We adjusted our assessment schedule and identified tasks that could continue, tasks that should be removed and tasks that still apply but need modification.’

‘We developed a draft timeline and we share the weekly program with students and their families. This way students know when to submit work via our online platform. Students are submitting a photo of their work at the end of each day via Google Classroom and sending videos. We are clear to students about which work we will give detailed feedback on while acknowledging other pieces of work that have been completed and submitted.’

### Example: primary school - setting tasks

‘We are providing students with a wide variety of learning activities, open-ended activities, and providing many opportunities for student choice. We also try to incorporate useful resources students may have around their house and/or community. Learning activities sometimes provide opportunities for children to do something with siblings or parents, particularly in specialist areas such as ART, PE, Science.’

## Monitor student learning

The mode and format of assessments to capture student progress may change. Teachers will utilise existing school platforms and resources online and offline to support the continuity of assessment. Consider what is the best way to assess achievement and progress and how frequently you will be able to check-in with students.

Key components include:

* assist students with understanding the learning tasks
* support students to stay on track
* track student progress
* provide opportunities for students to be actively engaged and responsible for their learning.

### Example: Primary school teacher – supporting students with learning activities

‘I am providing step-by-step instructions for learning tasks and videos of myself modelling what to do and ways to do it. I use a learning intention and success criteria, i.e. steps to succeed for each lesson. Students find this useful to follow and it also helps them to monitor their own learning against the success criteria and/or checklists.’

‘We have started group video conferences as well with up to six children, to support the varying abilities and needs. Students can ask questions and discuss their learning including how they tackled a task and what they found challenging. I also use this as an opportunity to gain feedback from students and take observation notes on their learning.’

## Communicate and provide regular feedback

Teachers will continue to communicate with their students regularly and provide feedback to students on their progress against individual learning goals and the achievement standards.

The way in which feedback is provided may vary. Developing consistent routines that students can predict will help appease student anxiety about assessment. At the same time, you may want to set reasonable expectations for yourself and your own work to ensure that you are able to provide meaningful feedback.

To support progress in learning:

* regularly touch base with each student
* continue to provide ongoing, targeted and meaningful feedback
* select appropriate tools that allow for students to demonstrate their learning

### Example: Secondary school teacher – feedback

‘I never thought I would be recording my voice to provide feedback and I am sure my students were not expecting to record themselves! I provide voice recorded feedback on work and my students are responding to this well. For most students we do this via Microsoft Office or email.’

‘I provide set check-in times so students know when I am available for questions and this also helps with my time management and workload. For each lesson, I usually explain the tasks and model for the first 10 minutes over Webex, have group video conferences which I have on a roster and have set times I am available for questions or discussions which is usually for the last 10 minutes of the session. We sometimes contribute to class documents using Microsoft Office and I have found class polls and quizzes useful ways to obtain quick feedback.’

## Collect evidence

Teachers may need to adapt how assessment evidence is collected during the teaching and learning cycle:

* make use of offline and online modes of assessment
* collect a range of evidence of student learning

## Record keeping

Record keeping of student learning will continue and documentation will continue to support this.

### Example: Primary school teacher – collecting evidence and record keeping

‘I see this as a student and teacher collaboration. I have supported students to collate their own work and develop portfolios. We use very simple rubrics for teachers and students to assess work against which helps us to track progress. The portfolios and assessment rubrics along with a variety of evidence such as my observation notes from video conferences and discussions, pre and post-tests, videos and photos of work etc. all contribute to my collecting of evidence. I keep records of how much work is being submitted and use a simple template to help track this and support my assessment of student achievement and progress.’

A sample template could include information such as:

* student name
* curriculum area
* learning goal(s)
* check-in dates
* observation notes