

Assessment into Practice

Understanding Assessment Practice to Improve Student Learning

Authors and Contributors

Heather Fehring (Consulting Editor)

Contributors: Various (see below)

The Primary English Teaching Association Australia (PETAA) ran a very innovative, and a first in Australia, series of four conferences in Queensland, NSW and Victoria in 2016, titled **Assessment into Practice. Understanding Assessment Practice to Improve Student Learning Forums**. This book is a collection of the presentations across all four conferences.

Accommodating the diverse range of learners in any classroom is essential, being able to share assessment practices with other teachers, which incorporate evidence-based knowledge about the learners under their responsibility and being able to translate this knowledge to the parents of the children in any classroom is a challenging obligation indeed. Planning curriculum, delivering classroom activities and assessing the impact on all students is a demanding expectation and requires teachers to be constantly adjusting their assessment strategies.

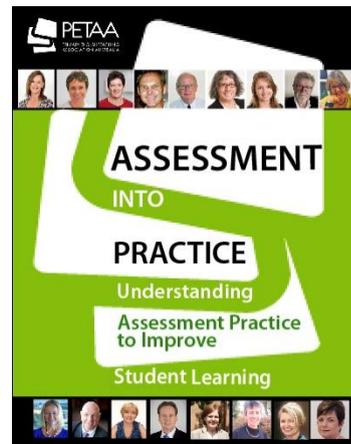
The PETAA Conferences, in this series of four, were constructed to address the many challenges facing teachers by integrating a plenary address with practical workshop presentations. The scope of the forums covered challenging and pertinent topics from Geoff Masters questioning *Is there another way to think about schooling?* to Lenore Aide's *Working in a system of standards-referenced assessment: Traversing the intersection* to Kaye Lowe's *Literacy learning: Assessing what for, and why?* Linked to these plenary addresses was a myriad of workshop presenters who provided a rich array of creative practices demonstrating how such practices can be incorporated into curriculum planning in Australian classrooms?

This PETAA book has been presented in three sections. Each section reflects different levels of influence related to literacy assessment on teachers and schooling in Australia. From the macro-level of policy, the meso-level of education system requirements to the micro-level of daily literacy assessment practices. The forward to this book, written by Heather Fehring, contextualises the book to the series of Assessment Conference presentations, while Chapter 1 sees Heather Fehring and Peter Freebody set the scene for key assessment issues and practices in the current Australian educational environment.

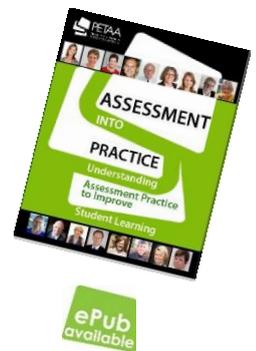
Section One. Raises a number of the key issues that Australian Teachers are facing at the macro level in the current educational climate. The issues raised are fundamental to changing policy and practice.

Section Two raises many of the key issues that Australian teachers are facing at the Meso-level, or influences concerning educational system requirement in the current educational climate.

Section Three raises key practical classroom assessment strategies that Australian teachers can implement at the micro-level in the current educational climate.



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About the Consulting Editor

Heather Fehring is currently a Professor and BEd Coordinator (Brunswick campus) for 2016 in the School of Education, in the College of Design and Social Context at RMIT University. Professor Fehring has held the positions of Director of Higher Degree by Research (HDR) in the College of Design and Social Context and Deputy Head of Research and Innovation in the School of Education. Professor Fehring holds a PhD from RMIT University, a Master of Education from The University of Melbourne, (was also awarded the John and Elizabeth Robertson prize for her MEd thesis), and a postgraduate BEd and a Bachelor of Arts from the University of New England.

Presenters / Speakers/Contributors

- Geoff Masters
- Lenore Aide's
- Peter Freebody
- Phil Lambert
- Caroline Hollis
- Elizabeth Hartnell-Young
- Hilary Hollingsworth
- Janelle Wills
- Joanne Rossbridge
- Jon Callow
- Joy Cumming and Fabienne Van der Kleij
- Kaye Lowe
- Prue Anderson
- Rod Campbell
- Sara Murray and Jane Mitchell

See over for details of the presenters/contributors and their presentation topics.

SECTION ONE

Geoff Masters challenges us to look at the big picture in his chapter *Is there another way to think about schooling?*

Lenore Aide's chapter confronts the constant demands facing all teachers across Australia when they are *Working in a system of standards-referenced assessment: Traversing the intersections.*

Kaye Lowe confronts us with the tension and conflict that exists in relation to *Literacy learning: Assessment what, for whom, and why?*

Phil Lambert encourages us to look at the bigger picture in the chapter *Assessment into practice: Inside and outside Australia.*

Hilary Hollingsworth examines how to reconceptualise assessment theory in her chapter *Diving deeper with assessment.*

SECTION TWO

Joanne Rossbridge discusses the importance of *Focussing on assessment and teaching and learning cycle through whole school professional development.*

Joy Cumming and **Fabienne Van der Kleij's** chapter '**Assessment for learning and applicability for diverse students**' takes the position of assessment for learning principle and addresses essential considerations for teachers working with students with diverse learning needs.

Caroline Hollis provides strategies for assessing English within an Australian curriculum focus in *A toolkit for developing assessments in English. A Queensland focus.*

Elizabeth Hartnell-Young concentrates on the importance of knowing the individual needs of students in *Influencing school-based assessment report.*

SECTION THREE

Jon Callow addresses the importance of teachers knowing how to assist students to understand multimodal nature of literacy in his chapter *Comprehending the multimodal features of picture books - some principles for teaching and assessment.*

Rod Campbell provides strategies for teachers to implement *Assessing writing for effective teaching.*

Janelle Wills *tbc*

Prue Anderson has helpful advice in *Assessment and growth in reading comprehension.*

Sara Murray and Jane Mitchell demonstrate the power of teacher feedback and its effect on students' writing confidence and abilities in their chapter *Mark my words: Improving students' writing through directed feedback.*

Prof Geoff Masters is Chief Executive Officer and a member of the Board of the Australian Council for Educational Research (ACER). He is also head of ACER's Centre for Assessment Reform and Innovation. Professor Masters' contributions to education have been recognised through the award of the Australian College of Educators' Medal in 2009 and his appointment as an Officer of the Order of Australia in 2014.

Dr Lenore Adie is a Senior Research Fellow with the Assessment, Evaluation and Student Learning Research Program in the Learning Sciences Institute Australia, at the Australian Catholic University. Her research focuses on assessment and moderation processes as these contribute to supporting teachers' pedagogical practices and student learning.

Prof Peter Freebody is an Honorary Professor at The University of Sydney. Previous positions include Deputy-Dean for Research, Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. He has served on state and national governmental advisory groups and is a member of the Literacy Advisory Network, International Bureau of Education, UNESCO, Geneva Office.

Dr Phil Lambert is the former General Manager, Australian Curriculum (ACARA), Adjunct Professor, University of Sydney and Adjunct Professor, Nanjing Normal University. He has extensive experience in education as a principal, inspector, Executive Director, Assistant Director-General, Regional Director and General Manager Australian Curriculum.

Caroline Hollis has 20 years of experience in teaching across primary and secondary schools in Queensland. She has worked in consultation with Queensland schools to develop advice, assessment resources and professional development materials for implementing the Australian Curriculum.

Dr Elizabeth Hartnell-Young has a long history of working with teachers in improving assessment. Most recently she was Director of ACER's Reforming Educational Assessment project, among other roles at ACER.

Dr Hilary Hollingsworth is a Principal Research Fellow at the Australian Council for Educational Research. Her main areas of interest are teacher professional learning and the assessment of student learning.

Dr Janelle Wills, is currently the director of Marzano Institute Australia. Janelle has more than 30 years teaching experience and has taught in Catholic, State and independent schools throughout Queensland. Janelle is also a former PETAA Board member.

Joanne Rossbridge is an independent literacy consultant working in both primary and secondary schools and classrooms with teachers across NSW. Joanne is also a PETAA Board Director.

Dr Jon Callow is a senior lecturer and the coordinator of the Master of Teaching program at the University of Sydney. He is an experienced academic and literacy educator, having worked in schools, universities and in professional development for teachers in Australia and internationally.

Professor Joy Cumming is Director of the Assessment, Evaluation and Student Learning Research Program in the Learning Sciences Institute Australia at ACU. Joy has been involved in educational research for 40 years, including state and federally funded research projects.

Dr Fabienne van der Kleij is a Research Fellow in the Assessment, Evaluation and Student Learning Research Program. Her main focus is assessment and how it can contribute to student learning.

Dr. Kaye Lowe is Associate Professor (Adjunct) at the University of Canberra and Director of Read4Success. She has had a life-long passion for literacy learning and supporting struggling readers.

Dr Prue Anderson has worked at the Australian Council for Educational Research (ACER) managing international and national system-level, school assessments of literacy for sixteen years. She has developed assessments of literacy for students in the early years of school including extensive diagnostic assessments.

Dr Rod Campbell is a significant leader in literacy education in Australia, with extensive experience in publishing, workshop presentation, and in-school mentoring of classroom teachers and curriculum leaders.

Dr Jane Mitchell works in the School of Teacher Education at Charles Sturt University in Bathurst. Her teaching and research are focussed on classroom pedagogy and professional learning.

Dr Sara Murray lectures in child and adolescent psychology in the School of Teacher Education at Charles Sturt University. Jane and Sara have worked with a number of schools in the central west of New South Wales to develop and evaluate teaching practices that assist students to build a growth mindset.