



**Flinders
University**

**Education, Psychology
and Social Work**

TEACHING PERFORMANCE ASSESSMENT

Component One

**FINAL YEAR
PROFESSIONAL EXPERIENCE**

2024

**Handbook for Primary and Secondary
Pre-service Teachers**

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INTRODUCTION

This document describes five activities you must complete to pass the final professional experience topic. These activities assess readiness for beginning teaching. The evidence you gather from these activities will be used in the ePortfolio assessment task (Component Two) in the Capstone topic (EDUC 4820 /9401).

The Five Activities

1. Document your professional learning and create a plan
2. Investigate the context for learning
3. Plan for learning and assessment
4. Teach and manage student learning
5. Assess, provide feedback and report on student learning

Preparation

Information sessions and resources will be provided on the final year professional experience FLO site.

Journal

You are required to keep a reflective journal. Begin using this journal at the start of your professional experience when you first visit the school. The journal can be in any form: digital or hard copy. The aim of reflection is to develop an action cycle where reflection leads to improvement and/or insight ([Cambridge University Libraries, n.d.](#)). Your entries can provide useful insights and examples to map your progress and changes to your thinking and practice. While there is no 'right way' to journal, it is important to explore and analyse your observations and experiences and not just describe them, to help you develop deeper understandings.

From AITSL

In a teaching performance assessment (TPA), pre-service teachers illustrate their skills, knowledge and practices through evidence of their performance aligned to the Australian Professional Standards for Teachers (APST) at the Graduate career stage. In line with concepts of authentic assessment, PST use evidence drawn directly from their own practices to demonstrate:

- what they want students to learn
- how they will facilitate this learning
- how they will know if students have achieved this learning ([AITSL, 2017](#)).

OVERVIEW OF THE FIVE ACTIVITIES AND EVIDENCE TO BE COLLECTED

Activities 1 & 2 will be completed BEFORE the professional experience teaching block		
Evidence to be collected		
Activity 1. Plan your Professional Learning	Activity 2. Investigate the Context for Learning	
<p>Goal Setting Planner (GSP) (template provided)</p> <p>Use the template to identify the evidence you already have and what you will need to collect to meet the APST Graduate Teacher Standard for each focus area.</p> <p>Professional Learning Plan (PLP) (template provided)</p> <p>Create a succinct professional learning plan (3 goals) that clearly identifies the APST focus areas you will address and how you will achieve them.</p>	<p>School Context Statement and Whole Class Data with Analysis (Part A)</p> <p>Identify and demonstrate understanding of the class context, the diversity of students you will be teaching and how they learn. Include whole class assessment data and identify students' strengths and learning needs.</p> <p>Preliminary Case Study Information (Part B)</p> <p>Through negotiation with your Mentor Teacher/s collect and analyse demographic, academic and engagement data from two case study students to demonstrate personalised planning for teaching and learning. Select one student who requires specific educational adjustments and one who does not.</p>	
Activities 3, 4 & 5 will be completed DURING the professional experience teaching block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	Activity 4. Teach and Manage Student Learning	Activity 5. Assess, Provide Feedback and Report on Student Learning
<p>1. Unit plan</p> <p>2. Three sequential lessons which include:</p> <ul style="list-style-type: none">• Pre-assessment or observational data• Differentiated tasks• Class learning goals and intended outcomes• Use of educational adjustments	<p>1. Video analysis of your teaching</p> <p>2. Constructive feedback from your Mentor Teachers /University Liaison</p> <p>3. Observation data about your:</p> <ul style="list-style-type: none">• use of ICT and other resources• management of challenging behaviour• use of varied communication strategies	<p>1. Analysis of whole of class assessment data</p> <p>2. Reflections on the use of data and assessment to inform practice.</p> <p>3. Feedback from students and provided to students</p> <p>4. Records of student learning and documentation for reporting to parents /carers</p> <p>5. In-depth analysis of assessment data - case study students</p>

RESPONSIBILITIES

<h3>Pre-service Teacher</h3>	<p>Responsible for:</p> <ul style="list-style-type: none"> collecting and annotating the required evidence of practice needed for each activity and uploading this to the Professional Experience placement FLO site as one pdf document by the following deadlines . <ul style="list-style-type: none"> Activities one and two by the end of your planning days Activities three, four and five within two weeks of your placement ending. emailing a copy of the evidence of completed TPA activities one and two to the University Liaison by the due date. providing a copy of the completed TPA activities three, four and five to your Mentor Teacher by negotiated due dates.
<h3>University Liaison</h3>	<p>Responsible for:</p> <ul style="list-style-type: none"> initiating a conversation with the PST as early as possible to ascertain their knowledge and understanding of the TPA activities. Provide advice as needed. assessing activity one and two within two weeks of submission and advising the PST if they have not met the assessed Graduate Teacher Standards. emailing the Professional Experience Topic Coordinator if the PST has not submitted TPA activities one or two by the due date or has not met the assessed Graduate Teacher Standards. verifying the completion of activities one, two, three, four and five on the final placement report.
<h3>Mentor Teacher</h3>	<p>Responsible for:</p> <ul style="list-style-type: none"> discussing the five TPA activities with your PST during the planning days. negotiating deadlines for activities three, four and five with the PST, during the planning days. contacting the University Liaison if the PST has not completed activities three, four and five by the negotiated due date and before the end of the placement.

ACTIVITY COMPLETION AND SUBMISSION TIMELINE

Activities	Due dates:	Submit to:	Submit to FLO
Activity 1	End of final <u>planning day</u> *	University Liaison	End of the final planning day . Merge your evidence for TPA activities 1 and 2 into one pdf document and submit this to the professional experience final year topic FLO site.
Activity 2	End of the final <u>planning day</u> (Part A and Part B)	University Liaison	
Activity 3	End of <u>week 1</u> of the block of teaching	Mentor Teacher	No later than two weeks after your final placement day. Merge your evidence for activities 3 to 5 in to one pdf document and submit this to the professional experience final year topic FLO site.
Activity 4	End of <u>week 4</u> of the block of teaching	Mentor Teacher	
Activity 5	End of <u>week 5</u> of the block of teaching	Mentor Teacher	

Please note:

Failure to meet the above deadlines may result in an 'at risk' notification.

TEACHING AREA FOCUS

The TPA is situated with only **one class** of students and for one learning/subject area. Integrated units of work are encouraged. You are to select your teaching area focus from the course enrolment options identified below.

Bachelor of Education (Primary) / Bachelor of Arts	STEM	OR	The learning area of the Australian Curriculum aligned with your Arts major i.e. Health & Physical Education., English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies, Languages.
Bachelor of Arts / Master of Teaching (Primary)			
Master of Teaching (Primary)	English	OR	The learning area of the Australian Curriculum aligned with your previous degree before you commenced your course i.e. Health & Physical Education, English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies.
Bachelor of Education (Primary) / Bachelor of General Science	Science		
Bachelor of General Science / Master of Teaching (Primary)			
Bachelor of Education (Primary and Special Education)	English Literacy	OR OR	Mathematics Numeracy
Bachelor of Education (Primary)	STEM	OR	Health & Physical Education, Expressive Arts, Science, Humanities and Social Sciences (HASS), Languages

Bachelor of Education (Secondary / Bachelor of Arts)	Teaching Area 1	OR	Teaching Area 2		
Bachelor of Education (Secondary / Bachelor of Health Science)					
Bachelor of Education (Secondary / Bachelor of Science)					
Bachelor of Education (Secondary / Bachelor of Languages)					
Master of Teaching (Secondary)					
Bachelor of Arts / Master of Teaching (Secondary)					
Bachelor of Languages / Master of Teaching (Secondary)					
Bachelor of Science / Master of Teaching (Secondary)					
Bachelor of Health Science / Master of Teaching (Secondary)					
Bachelor of Education (Secondary / Bachelor of Special Education)	Teaching Area 2	OR	Literacy	OR	Numeracy
Master of Teaching (Special Education) (Secondary)					
Bachelor of Education (Secondary)					
Bachelor of Education (Secondary Health and Physical Education)	Health	OR	Physical Education		

THE ACTIVITIES EXPLAINED

ACTIVITY 1. Plan your Professional Learning

PURPOSE

- To identify your professional learning needs and plan for achievement at the Graduate Standard or higher for the assessed focus area.

Due date to University Liaison:

First meeting or date requested by your University Liaison

Word count:

See examples on FLO

Evidence required:

Goal Setting Planner (GSP) and Personal Learning Plan (PLP)

Instructions

1. Use the [Goal Setting Planner tool](#) (GSP) that was introduced in your previous placement to **record** the evidence you already have that towards the Graduate Teacher Standard for each focus area. In focus areas where you do not yet have this verifiable evidence, **record** the types of evidence you still need to collect to demonstrate achievement of the Graduate Standard. Evidence is required against EVERY focus area (37 in total). This can be brief as specific dot points.
2. For focus areas that are most challenging for you, **create** a succinct professional learning plan (PLP) with:
 1. Three professional learning goals you will aim to achieve by the end of the placement block.
 2. The strategies and resources you will use to achieve your professional learning goals.
 3. The evidence you will gather to demonstrate graduate standard for your three goals

NOTE: At your first meeting with your University Liaison (usually in April), you will be asked to discuss your GSP and PLP.

Activity 1 Assessment Summary

[Go to Appendix 3 to view the descriptors for this focus area](#)

University Liaisons will use the grade descriptors from Appendix 3 to interpret and support their assessment of this focus area.

To successfully complete Activity 1, PSTs must demonstrate achievement of the Graduate Standard or higher for the focus area identified below.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 6: Engage in professional learning FOCUS AREA 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs			

ACTIVITY 2. Investigate the Context for Learning

PURPOSE

- To identify who the students are in your class and their learning requirements.
- To understand how the classroom /school /community context will influence your planning and teaching.

Due date to University Liaison: By end of the final planning day.

Word count: See example on FLO for length expectation (approximately two pages)

Evidence required:
Part A – Site Context Statement and Whole Class Data with Analysis
Part B – Preliminary Case Study Information and Baseline Assessment Data

Instructions

Part A – School Context Statement and Whole Class Data with Analysis (Assessed by University Liaison)

1. **Investigate** and **document** in your journal, about the school context, the characteristics of the students in your class, the curriculum area/s you will plan and teach, the sequence of lessons and the resource available to you, are *informing planning and teaching*. Additionally, think about ethical behaviour and practice expectations which underpin the teaching profession (focus area 7.1).
2. **Negotiate with your Mentor Teacher to identify *whole of class data* and analyse** this to inform your planning. The data may include standardised and diagnostic data such as Pat M, Pat R, running records and work samples etc. The data could include curriculum-based assessment data that shows how the class / group has achieved/performed in academic content and what the students know and can do in particular domains.
3. **Compose** a concise context statement which reveals your insights about what the students *know and can* do as a basis for effective planning, teaching and learning. The Discussion Prompts below may be useful to guide your thinking around this investigation.
4. **Annotate** your statement to highlight sections of the text aligned with focus areas 5.4, 7.1 and 7.2.

Part B – Preliminary Case Study Information and Baseline Assessment Data

This part informs planning for Activity 3 and Activity 5 and is critical to the ePortfolio task in the capstone topic.

You need to show your impact on individual student learning over time supported by evidence. Specifically, you are required to **undertake a case study of two students in your class** and show their learning by analysing the evidence you collect. One suggested way of selecting students is to select one student who requires specific educational adjustments and one who does not. Your Mentor Teacher will make the final decision on which students are selected.

PSTs undertaking a special education course and teaching in settings such as special schools, disability units or special option classes, may select one student who requires fewer extensive adjustments to participate and achieve in the curriculum than another.

- **Ensure Student 1 and Student 2 are in the same class, that you will be teaching your lesson sequence for Activity 3.**
- Gather relevant information about each student: learning strengths, requirements, motivations, current assessment data and their goals *during your planning days*. In gathering this information, you are seeking to have a deep understanding of both students to help you make decisions that will positively impact their learning. Confidentiality must be maintained when using any student data.
- In your journal, **describe** both students' situation (case) and identify the key issues of the case. Plan and document your course of action for attempting to ensure both students will *achieve* in a particular area, as a result of your planning for teaching.
- Share your plan with your Mentor Teacher and adjust, if necessary.
- Across your placement gather and reflect upon (as journal entries) formative data about learning progress, including any actions you have taken to improve or refine your planning and teaching.

NOTE: It is important that you have collected your case study information and baseline assessment data by the end of your planning days. This will ensure you have time to analyse the data and make necessary changes to your planning and teaching before your block teaching. It will also enable you to evaluate your impact on student learning, across your placement (assessed in activity 5) and make adjustments as required.

DISCUSSION PROMPTS:

School / Site Context

- What are the codes of ethics and conduct relevant to this site?
- What are the policies and processes regarding the privacy of student information, discipline and welfare?

Classroom Context

- How many students are in your class?
- What is the cultural and religious diversity of students in your class? What languages do students speak? What are their faiths/beliefs?
- What resources are available to support students to learn?
- What opportunities exist for you to make a meaningful contribution to the school, classroom and individual students?

Student Development

- What are the physical, social and intellectual development and characteristics of students that may affect their learning?
- What have you observed about the students?
- What can students do and what are they still learning to do?
- How will you identify students' prior knowledge and learning strengths and challenges?
- What student data is available and do any students have individual learning plans?
- Discuss the students' abilities, how they interact with each other and express themselves.

Planning Your Sequence of Lessons

- Discuss and identify the subject/learning area that you are going to teach.
- What specific curriculum content will be assessed and reported and when?
- What teaching strategies will you use to meet the specific needs of students?

Activity 2 Assessment Summary

[Go to Appendix 3 to view the descriptors for each focus area](#)

University Liaisons will use the descriptors to assess your level of achievement.

To successfully complete Activity 2, PSTs must demonstrate achievement of the Graduate Standard or higher the three focus areas identified below.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 5 - Assess, provide feedback and report on student learning FOCUS AREA 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice			
Standard 7 - Engage professionally with colleagues, parents/carers and the community FOCUS AREA 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession			
FOCUS AREA 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage			

ACTIVITY 3. Plan for Learning and Assessment

PURPOSE

- To demonstrate your ability to design unit and lesson plans with a focus on specific and differentiated student learning outcomes.
- To demonstrate your ability to organise content and consider effective teaching strategies in teaching areas.

Due date to Mentor Teacher:	By the negotiated date (suggest end of week 1 of the block of teaching)
Word count:	See example on FLO for length expectation (focus on excellent annotation for your Mentor Teacher)
Evidence required:	Relevant journal entries, unit plan and three highly quality lesson plans

Instructions

1. Using your knowledge of your students and how they learn, **develop or significantly customise a detailed unit plan** and **design** at least three sequential, **differentiated lessons plans (at least one to be observed by your University Liaison)** that demonstrates effective planning, teaching and assessment for diverse learners.
2. Prior to teaching the unit and lessons, consider using the **Discussion Prompts** to discuss with your Mentor Teacher the appropriateness of this unit and sequence of lessons for this class. **Document** suggestions and improvement feedback in your journal.
3. **Critically reflect** on your teaching plan (unit and lessons) and **summarise in your journal**:
 - what you want the students to learn?
 - how you will facilitate this learning
 - how you will know when students have achieved this learning

Go to Activity 5. Read the requirements for designing a summative assessment tool with criteria that will measure the intended learning from this unit of work. It is recommended that you develop your whole-of-class assessment tool e.g. rubric at the same time as your unit plan so this is ready for Activity 5.

DISCUSSION PROMPTS

- What is the central teaching focus of your unit and planned lessons?
- Why is the content important for students to know?
- What concepts are you teaching?
- How will your teaching align with current curriculum documents (e.g., Early Years Framework, Australian Curriculum, International Baccalaureate, SACE)?

Theoretical and Pedagogical Framework

- What are the theoretical frameworks/learning theories/ pedagogical models and/or research/ readings that inform your unit design and lesson planning? For example, [The Teaching for Effective Learning Framework](#) (DECD, 2010)

Learning Activities

- How will your knowledge of the students inform your lesson plans?
- How will your lessons develop students' skills, knowledge and understandings of the learning area?
- How will you challenge all students to learn?
- How will you provide students with effective adjustments to access and participate in the learning process?

Teaching Strategies

- How will your choice of teaching activities, strategies, and resources (including ICT) be inclusive of students' backgrounds, readiness levels, development stages, interests and needs?
- How are indigenous perspectives considered in your lessons?
- How will you promote the safe, responsible and ethical use of ICT?

Student Assessment

- When and how will you assess student learning?
- How will student assessments help you understand whether students have achieved the learning objectives?
- How will you provide students with feedback to progress and monitor their learning?

Parents/Carers

- How could you encourage parents/carers in the educative process?

Activity 3 Assessment Summary

[Go to Appendix 3 to view the descriptors for each focus area](#)

Focus areas 1.4 and 2.4 may depend on context.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 1: Know students and how they learn			
FOCUS AREA 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning			
FOCUS AREA 1.3 Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds			
FOCUS AREA 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds			
FOCUS AREA 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities			
FOCUS AREA 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Standard 2: Know the content and how to teach it			
FOCUS AREA 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
FOCUS AREA 2.2 Organise content into an effective learning and teaching sequence			
FOCUS AREA 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans			
FOCUS AREA 2.4 Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages			
FOCUS AREA 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas			
FOCUS AREA 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students			
Standard 3- Plan for and implement effective teaching and learning			
FOCUS AREA 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics			
FOCUS AREA 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
FOCUS AREA 3.7 Describes a broad range of strategies for involving parents/carers in the educative processes			
Standard 4 - Create and maintain supporting and safe learning environments			
FOCUS AREA 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
FOCUS AREA 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching			

ACTIVITY 4. Teach and Manage Student Learning

PURPOSE

- To demonstrate knowledge of a range of instructional, communication and behavioural strategies and resources (including ICT), which engage students in their learning.

Due date to Mentor Teacher:

By the negotiated date (no later than the end of week 4 of the teaching block)

Word count:

See example on FLO for length expectation (focus on excellent annotation for your Mentor Teacher)

Evidence required:

Relevant journal entries, analysis of video, Mentor Teacher feedback, annotated lesson plan

Instructions

1. Complete the Video Recording Permission Form for filming in the classroom and seek the appropriate permission from the school/parents/carers of your students. Provide the signed Video Recording Permission Form to the principal to ensure that this person approves your filming. [Please see Appendix 1.](#)
2. Have your Mentor Teacher (or other) **record** a 15-minute video of you teaching a lesson that demonstrates how you enact a range of teaching practices and resources to facilitate students' knowledge of the curriculum content and their engagement in learning. The video recording must be continuous and unedited and recorded only using an approved school device.
3. Examine the video and **reflect on** your teaching and what your students learned. With your Mentor Teacher, discuss what happened during the lesson and why. Use this knowledge to guide your practice in the future.
4. **Document** your own analysis of your practice in your journal, including insights gained from the experience and constructive feedback from your Mentor Teacher.
5. **Annotate** the original lesson plan to show adjustments/improvements based on self and Mentor Teacher feedback.
6. Ensure the video is deleted.

DISCUSSION PROMPTS

Video: Self-assessment

- Having viewed the video segment, what surprised you most about your teaching and students' levels of engagement and learning?

Video: Student Engagement in Learning:

Discuss and Record

- How did you extend students' knowledge and skills?
- What resources and teaching strategies did you use and were they effective for the whole class and individual students?
- How did you use ICT to enhance students' curriculum learning opportunities?
- What verbal and non-verbal communication strategies did you use to promote engagement in learning? What appeared most and least successful? Discuss in terms of clear instructions, explanations, visuals, tone of voice, wait time, body language etc.
- How did you respond to student questions and feedback?
- How did you manage challenging student behaviour? Were you fair and ethical?
- What have you learnt about your teaching?

Activity 4 Assessment Summary

[Go to Appendix 3 to view the descriptors for each focus area](#)

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 3 - Plan for and implement effective teaching and learning FOCUS AREA 3.3 Include a range of teaching strategies			
FOCUS AREA 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning			
FOCUS AREA 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement			
Standard 4 - Create and maintain supportive and safe learning environments FOCUS AREA 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities			
FOCUS AREA 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions			
FOCUS AREA 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour			
Standard 6 - Engage in professional learning FOCUS AREA 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices			

ACTIVITY 5. Assess, Provide Feedback & Report on Student Learning

PURPOSE

- To demonstrate how you assess, provide feedback and report student learning needs through the analysis of work samples

Due date to Mentor Teacher:

By negotiation (suggest end of week 5 of the block of teaching.)

Word count:

See example on FLO for length expectation (focus on excellent annotation for your Mentor Teacher)

Evidence required:

Relevant journal entries, analysis of assessment data, feedback to and from students, records of moderation and reporting

Instructions

1. **Design** a summative assessment tool to measure achievement against the stated learning goals/achievement standards/ performance objectives related to the unit of work from Activity 3. Make sure that your assessment tool includes a criterion such as A, B, C, D, E; Not Satisfactory, Satisfactory or Above Satisfactory; Working towards, Achieved, Exceeded etc. **Link to Activity 3**
2. **Implement** the summative assessment task to the whole class and gather the results.
3. **Analyse** the assessment data and report upon your broad findings and insights about student achievement of the learning outcomes across the class, including future learning needs. Report in your journal.
4. **Examine** the comprehensive assessment data you have been gathering along with the case study students from **Activity 2**. To do this, review your baseline data. the achievement data from the summative assessment and any work samples that provide evidence of student learning.
5. **Discuss** student learning achievement against the set goals. Where is the most and least growth in learning? Document how you would build upon or make improvements to your teaching and assessment plan for these students, in future. Ensure you include the actual summative assessment task results (e.g., rubrics, checklist, observation data etc.) and feedback that you provided to both students. Remember to **deidentify** all data.

DISCUSSION PROMPTS

The following prompts can be used to discuss with your Mentor Teacher, your proficiency to assess, provide feedback and report on whole-of-class and individual student learning. Record responses in your journal.

Assessment task

- How did the selected criteria assist in assessing student learning?
- How did your assessment tool indicate what a student does and does not understand?

Whole Class Assessment

- How did you summarise the whole class results?
- How do you know that your assessment tool is reliable and valid?
- Have you identified gaps in student learning?
- What patterns have you identified in students' learning? For example, what do most students understand? Are there any misconceptions, confusions, or needs that became apparent for any students? Is the level of challenge appropriate?

Feedback

- What feedback did you provide to individual students and/or the group as a whole?
- Explain how your approach to feedback supports students' learning?
- In what ways does your feedback address individual student's needs and learning goals? Cite examples and reference evidence to support your analysis.

Assessment for Learning

- Based on students' performance, explain how you would make improvements to your teaching and assessment plan?
- For those who achieved the learning goals, what new challenges would you consider for this group of students? Document the next steps you will take to improve student performance.

Conclusion: Assessment for Teaching

- Reflect on how you could have improved the task and your teaching. Is there relevant theory underpinning your practice? Cite two examples

Activity 5 Assessment Summary

[Go to Appendix 3 to view the descriptors for each focus area](#)

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
Standard 3 - Plan for and implement effective teaching and learning FOCUS AREA 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning			
Standard 5-Assess, provide feedback and report on student learning FOCUS AREA 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning			
FOCUS AREA 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning			
FOCUS AREA 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning			
FOCUS AREA 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice			
FOCUS AREA 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement			

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APPENDIX 1: Video Recording Permission Form

Flinders University

College of Education, Psychology and Social Work

I

Principal of.....

(address):.....

give consent to allow Flinders University initial teacher education preservice teachers to video record their own teaching while on professional experience in my school.

I understand that:

- The purpose of the video recording is to allow the preservice teachers to capture 10 minutes of their teaching for the purpose of reflection and improvement on their practice.
- The video recording will be used as part of their assessment task, will not be seen by anyone other than their assessor and after their assessment task has been completed the video file of their teaching will be deleted.
- Pre-service teachers are ONLY to use a school device to video record their practice. They must not use a personal device.
- Students will be de-identified.

Signature: **Date:**

PLEASE RETURN SIGNED FORM TO: ...

[please identify the person at the school who will receive this form. This will most likely be the School Coordinator of Professional Experience].

FOR MORE INFORMATION OR IF YOU HAVE QUESTIONS, PLEASE CONTACT

Jackie Thomson

Director Professional Experience

Email: jackie.thomson@flinders.edu.au

APPENDIX 2: SUMMARY OF THE GRADUATE TEACHER STANDARDS BY ACTIVITY

Activity	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Activity 1: Self-assess and Plan your Professional Learning						Focus Area 6.1	
Activity 2: Investigate the Context for Learning					Focus Area 5.4		Focus Area 7.1 & 7.2
Activity 3: Plan for Learning and Assessment <i>* Bold focus areas are optional as they may depend on context and opportunity.</i>	Focus Areas 1.1, 1.3, 1.4 , 1.5 & 1.6	Focus Areas 2.1, 2.2, 2.3, 2.4 , 2.5 & 2.6	Focus Areas 3.1, 3.2, & 3.7	Focus Areas 4.4 & 4.5			
Activity 4: Teach and Manage Student Learning			Focus Areas 3.3, 3.4, & 3.5	Focus Areas 4.1, 4.2 & 4.3		Focus Area 6.3	
Activity 5: Assess, Provide Feedback and Report on Student Learning			Focus Area 3.6		Focus Areas 5.1, 5.2, 5.3, 5.4 & 5.5		

APPENDIX 3: ASSESSMENT RUBRICS

The assessment rubrics below describe the performance criterion for each focus area. Use these to self-assess the quality of your evidence for each activity.

Rubric for Activity 1

Assessed by the University Liaison

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	<ul style="list-style-type: none"> → Identifies some professional learning needs using the Australian Professional Standards for Teachers Pre-service Teacher Developmental Continuum → Engages in self-reflection to produce some evidence obtained and needed for achievement at the GRADUATE Standard using the Goal setting planner → Needs University Liaison support to determine or justify decisions 	<ul style="list-style-type: none"> → Produces evidence obtained and needed to achieve Graduate standard for all focus areas using the goal setting planner → Creates a succinct professional learning plan (PLP) from areas on planner that are not yet at Graduate standard → Can justify PLP decisions based on goal setting planner information 	Uses the Australian Professional Standards for Teachers and advice from colleagues to accurately identify, plan and justify professional learning needs

Rubrics for Activity 2

Assessed by the University Liaison

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 5.4- Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	<ul style="list-style-type: none"> → Identifies the types of assessment evidence required to effectively evaluate student learning → With assistance from the Mentor Teacher is able to modify lesson plans based on evidence gathered through assessment tasks and reflects upon implication for practice 	<ul style="list-style-type: none"> → Analyses student assessment data and identifies strengths and needs in students' understanding of core concepts in learning areas → Identifies interventions and modifications to teaching practice as a result of analysis of assessment data → Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks <ul style="list-style-type: none"> → Explains how assessment data has been applied to planning and teaching practice 	Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice
FOCUS AREA 7.1 - Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<ul style="list-style-type: none"> → Is aware of the ethical expectations of the teaching profession when making decisions. → Communicates effectively with colleagues 	<ul style="list-style-type: none"> → Demonstrates knowledge of the relevant codes of ethics that underpin the educational context → Reflects critically on personal and professional practice → Communicates effectively and interacts professionally with colleagues 	Meets codes of ethics and conduct established by regulatory authorities, systems and schools
FOCUS AREA 7.2 - Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	<ul style="list-style-type: none"> → Seeks out relevant legislative, administrative and organisational policies and processes, particularly when planning student activities. → Can explain mandatory reporting requirements 	<ul style="list-style-type: none"> → Seeks clarification and complies with legislative, school and system policies, procedures and processes, including those related to discipline and welfare → Follows mandatory reporting requirements 	Understands the implications of and complies with relevant legislative, administrative, organisational and professional requirements, policies and processes

Rubrics for Activity 3

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	<ul style="list-style-type: none"> → Is aware that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning → In planning uses some resources to address knowledge of students' physical, social and intellectual development and characteristics to improve student learning 	<ul style="list-style-type: none"> → Identifies students' specific physical, social and intellectual learning needs → Communicates and interacts in ways appropriate to students' development stages → Considers and makes appropriate modifications to delivery and learning environment → Uses a variety of resources to account for the learning needs and interests of students → Plans differentiated tasks for students based on readiness, interest or learning profile 	Strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
FOCUS AREA 1.3 Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	<ul style="list-style-type: none"> → Shows an awareness of the need to differentiate teaching strategies based on student diversity. → Is aware that schools have programs and policies relating to inclusivity → Displays cultural sensitivity 	<ul style="list-style-type: none"> → Plans for and respects the diversity of all students within the classroom → Makes explicit connections between aspects of the lesson and student's own contexts → Uses effective questioning or other techniques to engage students from diverse backgrounds. → Uses culturally sensitive resources, language and strategies in teaching practice 	Designs and implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
FOCUS AREA 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander background <i>* This focus area may depend on context and opportunity.</i>	<ul style="list-style-type: none"> → Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for engagement and learning. → Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> → Selects strategies to engage students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement → Integrates culturally sensitive resources, language and strategies in teaching practice → Seeks advice, assistance and guidance from persons such as Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities where possible → If applicable, participates in fieldwork or community activities to further develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages 	Designs and implements effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
FOCUS AREA 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	<ul style="list-style-type: none"> → Seeks guidance and help in differentiating teaching strategies to meet the specific learning needs of the students in a particular Class. → Develops lessons that include some resources to meet the learning needs of individual students or groups of students 	<ul style="list-style-type: none"> → Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff → Develops teaching and learning programs and/or lesson plans with a variety of differentiated teaching, learning tasks and resources → Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the assessed learning needs of individual students and groups of students 	Develops teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
FOCUS AREA 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> → Seeks advice and support to select teaching strategies and learning experiences that support the participation and learning of students with disability in a particular Class → Is aware of legislation about students with disabilities in Australian schools. 	<ul style="list-style-type: none"> → Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that support participation and learning for students with disability. → Complies with disability legislative requirements → Promotes a respectful and inclusive classroom environment where all students are valued and provided with equitable access to learning opportunities 	Designs and implements teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements
FOCUS AREA 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> → Clearly articulates and accurately explains the content of the lesson → Applies and adapts teaching strategies appropriate to the curriculum content → Is aware of teaching and learning strategies to engage learners with teaching area content 	<ul style="list-style-type: none"> → Demonstrates appropriate knowledge of the central concepts of learning areas/subject(s) through lesson planning, explanation and linking of content and outcomes to curriculum documents → Uses strategies and activities that engage learners with teaching area content 	Applies knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

<p>FOCUS AREA 2.2 Organise content into an effective learning and teaching sequence</p>	<p>→ With minimal Mentor Teacher support, is able to organise and deliver content within a coherent, sequenced teaching and learning program</p> <p>→ Sequences individual lessons logically</p>	<p>→ Develops logical unit and lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content</p> <p>→ Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students</p>	<p>Organises content into coherent, well-sequenced learning and teaching programs</p>
<p>FOCUS AREA 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lessons</p>	<p>→ Attempts to plan learning sequences as an integral component of the teaching, assessing and reporting cycle</p> <p>→ Uses the school program as a basis for designing lesson plans and assessment of learning</p>	<p>→ Develops learning sequences that demonstrate clear understanding of students, the curriculum, subject content and of the teaching, assessing and reporting cycle</p> <p>→ Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes</p>	<p>Designs and implements learning and teaching programs using knowledge of curriculum, assessment and reporting requirements</p>
<p>FOCUS AREA 2.4 Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages <i>* This focus area may depend on context and opportunity.</i></p>	<p>→ Looks for opportunities to include notions of Indigenous culture and reconciliation between Indigenous and non-Indigenous Australian into teaching plans and teaching content</p> <p>→ Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</p>	<p>→ Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>→ Seeks advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, Counsellors and other relevant professionals</p>	<p>Provides opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>
<p>FOCUS AREA 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas</p>	<p>→ Selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.</p>	<p>→ Develops lesson plans that indicate knowledge and understanding of teaching strategies to support students' literacy and/or numeracy achievement</p> <p>→ Works collaboratively, when given the opportunity, with support teachers, to meet students' literacy and/or numeracy needs</p>	<p>Applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement</p>
<p>FOCUS AREA 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students <i>* This focus area may depend on context and opportunity.</i></p>	<p>→ Incorporates ICT resources into lessons to enhance learning across the curriculum and for developing ICT literacy and etiquette</p> <p>→ Is aware of subject/ learning area/ stage appropriate software</p>	<p>→ Develops teaching and learning lesson plans that link to curriculum outcomes/objectives taking into account available resources, with a broad range of ICT teaching and learning activities</p> <p>→ Utilises range of subject/ learning area/ stage appropriate software</p>	<p>Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful</p>
<p>FOCUS AREA 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics</p>	<p>→ Establishes learning goals in lesson plans that provide achievable challenge for some students</p>	<p>→ Develops teaching and learning programs and/ or lesson plans with explicit, challenging and achievable learning goals for all students</p> <p>→ Differentiates curriculum in lesson plans</p> <p>→ Knows when students have or have not attained a learning goal</p>	<p>Sets explicit, challenging and achievable learning goals for all students</p>
<p>FOCUS AREA 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<p>→ Able to plan effective lesson sequences with respect to curriculum content and the specific learning needs of students in the Class, based on evidence</p> <p>→ Is aware of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire</p>	<p>→ Develops lesson plans that display content knowledge, suitable teaching strategies, flexibility, logic, sequencing and variety in activities and resources</p> <p>→ Utilises the host school's resources to plan appropriate lessons</p> <p>→ Reflects with supervising teacher on lesson/unit delivery and data collected to enhance student learning</p> <p>→ Draws upon previous lesson delivery and data collected to sequence relevant, engaging and significant learning experiences</p>	<p>Plans well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p>
<p>FOCUS AREA 3.7 Describes a broad range of strategies for involving parents/carers in the educative processes</p>	<p>→ Communicates appropriately with parents/carers</p> <p>→ Consults with Mentor Teacher in order to understand school-home connections (e.g., the school homework policy)</p> <p>→ Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities</p>	<p>→ Interacts professionally and respectfully with parents/carers</p> <p>→ Connects school learning to the home context</p> <p>→ Draws on resources within the community to enhance lesson/unit content</p> <p>→ Follows established structures in the school to encourage parents/carers to be involved in school or classroom activities</p>	<p>Plans for appropriate and contextually relevant opportunities for parents/carers to be involved in their students' learning</p>

FOCUS AREA 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.	<ul style="list-style-type: none"> → Discusses specific requirements and strategies for ensuring student safety → Knows school, system, curriculum, and legislative requirements and is increasingly able to maintain student safety and support for wellbeing 	<ul style="list-style-type: none"> → Discusses and applies specific requirements, including planning that supports school policies including, for example, student safety, welfare, risk management, code of conduct, duty of care, student protection → Demonstrates the management of student behaviour and safety in accordance with mandatory policies 	Ensures students' wellbeing and safety within school by implementing school and/or system, curriculum, and legislative requirements
FOCUS AREA 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching	<ul style="list-style-type: none"> → Discusses strategies which promote safe, responsible, and ethical use of ICT in teaching and learning (e.g., cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> → Designs lessons that include explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning → Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law → Models the safe, responsible and ethical use of ICT → Responds appropriately when there is evidence of unethical student use of ICT 	Incorporates strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching

Rubrics for [Activity 4](#)

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 3.3 Include a range of teaching strategies	<ul style="list-style-type: none"> → Plans and incorporates a range of teaching strategies into teaching and learning programs → Initiates a basic range of teaching to engage learners 	<ul style="list-style-type: none"> → Draws upon pedagogical knowledge to adapt, improvise, and inform selection of strategies for the teaching of content and outcomes, as well as Class management → Has a repertoire of teaching strategies to engage learners 	Selects and uses relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
FOCUS AREA 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	<ul style="list-style-type: none"> → Shows knowledge of a range of appropriate materials and resources and a capacity to incorporate these into teaching practice to engage and enhance students' learning → With advice and support from Mentor Teacher, selects appropriate resources including ICT resources to ensure accurate content is presented in lessons 	<ul style="list-style-type: none"> → Uses a range of appropriate and engaging materials and resources → Uses a variety of technologies to engage students → Selects or develops engaging resources appropriate to student developmental levels → Identifies and accesses a range of curriculum support materials 	Selects and/or creates and uses a range of resources, including ICT, to engage students in their learning
FOCUS AREA 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	<ul style="list-style-type: none"> → Uses oral and written communication skills, including the promotion of standard Australian English → With Mentor Teacher support, uses appropriate vocabulary to develop conceptual understanding → Uses some nonverbal forms of communication to intentionally support student engagement 	<ul style="list-style-type: none"> → Uses effective oral and written communication skills, including the promotion of standard Australian English → Effectively uses vocabulary and metalanguage to develop conceptual understanding → Employs a range of questioning techniques to elicit understanding → Consistently responds to students in an inclusive manner → Uses voice effectively → Uses a range of nonverbal forms of communication to support engagement 	Uses effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement
FOCUS AREA 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	<ul style="list-style-type: none"> → Is aware of some strategies that create safe learning environments for all students → Identifies and plan inclusive activities to engage and promote student participation 	<ul style="list-style-type: none"> → Contributes to an inclusive classroom where all students are acknowledged as individuals → Models an enthusiastic and positive attitude towards teaching and learning → Uses a range of effective strategies for ensuring students' access to, participation and engagement in learning → Acknowledges students' contributions and allows students to respond appropriately 	Establishes and implements inclusive and positive interactions to engage and support all students in classroom activities
FOCUS AREA 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	<ul style="list-style-type: none"> → Trials and reflects upon the implementation of classroom management strategies including providing clear directions and expectations → Initiates some classroom routines to create focused and safe classrooms 	<ul style="list-style-type: none"> → Implements clear expectations, protocols and/or rules and consequences. → Employs classroom routines consistently to maximise student learning → Delivers lessons that are paced and sequenced to meet the needs of the students 	Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks

FOCUS AREA 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour	<ul style="list-style-type: none"> → Attempts to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students → Applies a range of practical strategies to manage challenging behaviour → Discusses school discipline and welfare policies and attempts to apply processes. 	<ul style="list-style-type: none"> → Develops learning activities and uses teaching strategies that motivate, refocus and engage students at the Class and individual level → Discusses situations that trigger challenging behaviour and offers varied approaches to managing the classroom and individuals → Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context Implements school discipline and welfare policies, including school's referral process 	Manages challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully
FOCUS AREA 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	<ul style="list-style-type: none"> → Receives constructive feedback in a positive and professional manner → Able to set short-term teaching goals in discussion with the Mentor Teacher to improve teaching practice → Attempts to apply Mentor Teacher or University Liaison feedback to improve teaching practices 	<ul style="list-style-type: none"> → Receives constructive feedback in a positive and professional manner, and acts upon it promptly → Sets realistic short and long-term goals based on feedback with the Mentor Teacher → Analyses the extent to which they have achieved their learning goals 	Contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice

Rubrics for Activity 5

APST	Emerging (Standard not met)	Graduate (Standard met)	Towards Proficient (Exceeded Standard)
FOCUS AREA 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	<ul style="list-style-type: none"> → Access assessment data in consultation with the Mentor Teacher → Reflects on lessons to inform future planning and to improve pedagogy 	<ul style="list-style-type: none"> → Uses assessment data to inform and/or modify lessons/unit plans → Reflects on lessons to inform future planning and improve pedagogy 	Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning
FOCUS AREA 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	<ul style="list-style-type: none"> → Trials and reflects upon a variety of assessment strategies after the Mentor Teacher → Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> → Designs and uses a variety of formative and summative assessment activities to monitor student learning → Analyses student work samples for diagnostic information to inform differentiation and future assessment strategies and tasks 	Develops, selects and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
FOCUS AREA 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	<ul style="list-style-type: none"> → Provides feedback to students about their learning progress → Provides appropriate encouragement to students 	<ul style="list-style-type: none"> → Builds appropriate reinforcement and feedback into lesson plans → Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) → Provides students with opportunities to reflect and comment on their work 	Provides timely, effective and appropriate feedback to students about their achievement relative to their learning goals
FOCUS AREA 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	<ul style="list-style-type: none"> → Collaborates in producing assessment plans, tasks, marking criteria → Seeks information from supervising teacher about school or system assessment & moderation policies 	<ul style="list-style-type: none"> → Understands the process of moderation and the principle of ensuring consistent teacher judgement → Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities → Engages in moderation of assessment 	Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning
FOCUS AREA 5.4 – Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	<ul style="list-style-type: none"> → Considers the types of evidence required to effectively evaluate student learning → Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher → Analyses samples of student work to identify learning need 	<ul style="list-style-type: none"> → Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks → Explains how assessment data has been applied to planning and teaching practice → Analyses student assessment data and identifies strengths and weaknesses in students understanding of core concepts in learning areas → Identifies interventions and modifications to teaching practice as a result of analysis of assessment data 	Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice
FOCUS AREA 5.5 - Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement	<ul style="list-style-type: none"> → Discusses student achievement with the Mentor Teacher → Familiarises self with the school's reporting procedures and policies 	<ul style="list-style-type: none"> → Collects organises and stores assessment data consistent with school policies and procedures → Records evidence gathered through assessment activities → Prepares reports identifying the strengths and needs of students and identifying future opportunities for improvement of each student, that could be used for parent/carers interviews 	Reports clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records

