**[Anna Fee]:** All right. So as I said, this webinar is about planning to assess in 2025, but I will make the note that we are still in term three. There's a little bit more of the year to go. We're only in August, so a lot of this information will still be relevant for you for the rest of this year. I've already welcomed you. Welcome again. Before we go any further, I do want to acknowledge that I'm coming to you... We've got a timer on the slides. I'm coming to you from the unceded land of the Wurundjeri, Wadawurrung, and Boonwurrung peoples of the Kulin Nation. I'm coming to you from East Melbourne. I want to acknowledge both the oldest living cultures and the contribution of our First Nations people to education and learning and investigation for thousands and thousands of years, and to really try to take that spirit into our professional learning session to today.

Just to start us off, really the purpose of today's session is to talk to you about the key considerations to keep in mind when developing assessment practices that promote success in 2025 and beyond, and also for the remainder of this year, to really take you through the things you need to know, the guidelines and rules around assessment, but also to think about good practice around how and what to assess. So all of those elements of assessment. I will just make a note that this is part of a series of webinars we're doing this term. So if you are looking a little bit more broadly than assessment and you want to think about planning in general, we did a webinar about that a couple of weeks ago, which will be online soon. We have also done webinars about setting yourself up for the start of next year and your step up sessions, etc. And there is a webinar about reading and interpreting VAS on Thursday this week. So there are a whole series of webinars happening, and they will all be published as recordings on our website as well.

So I'm going to start us with a Slido to just get a bit of a vibe for what sort of feelings are in the room in the digital room today. All you need to do with this is grab your phone and scan that QR code there. It's just a word cloud. So I'm really just interested to know, at this point, when you are thinking about your year, what assessment practices have been successful for you and your students? I can see somebody's typing, so I'll give everybody a couple of minutes to pop some things in here. And this can be both specific tasks you might've thought were really successful, a particular kind of flexibility that you've applied to your students, a tool like... Somebody here has said that using rubrics and then highlighting for students the required achievement level or their achievement level. I'm not 100% sure which that person means, but great, has been really valuable.

We've got somebody with multi-faceted tasks, which I am inferring that that means there's lots of different parts to the task, so it's not just like a one and done assessment. Student generated tasks, love that. Very student agency in there. I'll let that person that's typing finish up. Two people typing now. But these are really great three answers to kick the session off with. Negotiated projects, another great one, letting the kids have input into what they're doing. Students assessing each other. Awesome. Smaller tasks, booklets, things broken up into multiple parts. I feel like we've got a webinar full of absolute stars here today. Those are all the things I would want to hear. But I also want to know, just so that I can try to address this a little bit in the webinar, and just to hear it as well, what about the challenges that you've faced in planning for and delivering assessments?

So just in your assessment in general, what challenges have you been facing? Time. It's such a thing in senior secondary, isn't it? Before I was in this role I was senior secondary teacher. And for both my VCAL classes, because I came here to do the reform, and my VCE classes, it was always about fitting it in, right? And the curriculum being full, absolutely. Oh, hopefully I can talk to you a little bit about the flexibilities within that. External factors, I'm assuming we're thinking things like student attendance, student engagement. There's VET, students going to VET at different times. That's always going to be a challenge, for sure. And being at multiple places at once, yeah, absolutely a challenge not just for assessment but for your whole teaching program. Low student motivation, really challenging. I completely feel that. Some of those things, I absolutely can identify and see those in schools. Hopefully I can give you a few pointers today and reminders that will be not a straight up solution for all of those issues, but some tools that you can use to respond to those external factors.

And I'll definitely be talking about the full curriculum, for sure. Thank you so much for sharing those two Slidos. It's great to have an active word cloud there. So what I want to start with today is to talk a little bit about the pillars of applied learning, particularly this last one, which is assessment practice, which promotes success. So I'm going to do a little bit of a pillars overview into how that works within assessment. Then I'm going to talk more about the real mechanics, and rules and regs and requirements around the assessment in the Vocational Major and the VPC, and then talk a bit about planning for assessment. So obviously, the applied learning pillars or the applied learning principles are an essential facet of all of the Vocational Major and all of the Victorian Pathways Certificate. They're central in the curriculum for both of those certificates. They're a requirement in the curriculum, and they're really sort of enshrined in there.

And if you've been to any of the webinars about audit that the VCAA has run, or if you in fact are at a school that has been through the VM and VPC audit, you'll also know that they're important to the point that the VCAA does audit around whether schools are thinking about them in their teaching and assessment planning and practice. So while I am going to be talking about assessment practice, which promotes success mostly today because we're talking about assessment, all four of the other pillars really come into assessment and how to think about it. And it was really nice to see that when I asked you what has been successful for you in assessment, that real student agency student-centered approach coach popped out straight away. And that motivation to engage in learning, which I think is really the most challenging pillar of applied learning to work on is obviously part of a lot of people's challenge around assessment as well.

So I just wanted to show you a couple of tools. And these are things that are on the website, and there'll be links out to them. This is a document that we developed to sort of give a few more drilled down examples and tools for thinking about the Pillars of Applied Learning. Because as I'll talk about a bit in a sec, even though they are so central and important to the curriculum, and therefore so central and important to the assessment, you are not going to be able, in a teaching and learning program or in an assessment program, to be able to be all singing, all dancing, hitting all the pillars 100% every time. So it is about finding where they best fit within your practice and leveraging them that way. So just for example, I'm going to just look at this last column here, which is some examples from assessment practice that promote [inaudible 00:08:40]

This is just an example of how to think about it. And I think we were already seeing that in what you guys were posting in the Slido. But instead of putting a heavy focus on writing assignments, can assessments have a mix of writing, recording, demonstrating, doing, you having a checklist throughout? And somebody said a multi-faceted assessment had really worked for them, and this is exactly what we're talking about, giving multiple options for students to demonstrate their learning. Really making sure you're allowing for more than one attempt to meet that standard or to demonstrate that they have achieved that learning, and doing oral assessments as well or doing performance-based assessments. Not everything... Just because we are under the banner of the VCE now and have our really VCE formatted study design does not mean that every piece of assessment that students do needs to be written.

It's really important that the students also have an opportunity to apply their knowledge and for that to be part of their assessment. So just thinking... Sorry, my slides just do not want to change. Just thinking about the Pillars of Applied Learning in a little bit more depth here, this is also what I wanted to talk about in terms of when thinking about teaching learning and particularly assessment. Not every single one of the pillars is going to be useful for you in every single task that you do. So if we look at... I'm going to start with assessment practices, but sort of talk about the others as well. If we look at thinking about how to incorporate that pillar of assessment practice that promotes success in our tasks, the thing I'd really advise you to do is to be strategic and think about what will work.

Sometimes you are the person that knows best in the classroom and giving students absolute freedom to choose what they do as assessment might not work for you in your term one year 11 literacy class where the students haven't sort of gotten used to each other and gotten used to the way they need to behave in the classroom. And so having a more structured and less student-led assessment program at the start of that year might be absolutely appropriate and give the students that opportunity for success, whereas by the end of that year, it might be much more effective for you to give them much more full rein over what they do because that's going to promote their success. What I'm going to talk about quite a bit today are those two dot points there in that little assessment practice box though, which is about thinking about assessment as an opportunity to collect evidence of student learning rather than a one and done task, and the relationship between the outcome or the learning goal, Bloom's taxonomy, and the AQF.

That's a lot of technical descriptions right at the start of this webinar, so I will go into all of them in more detail, but I just want to also draw your attention to the rest of this diagram about the pillars or the principles of applied learning and just really make the point that all four of those other pillars can be really central or should be really central to your assessment. But like I said, you don't have to be ticking every single one of them off in every minute of your teaching and assessment. That's just far too much to expect from teachers and from students to be able to cope with. So for example, if we saw motivation was an issue with people's assessment this year, and I certainly have heard that around all the schools that I've talked to this year, students are coming out of... It has been a few years since we had remote learning, but the context that students are coming to the classroom with is very different than a few years ago.

So really just making that point that whatever you need to do to motivate them, and whether that's making the assessment really connected to their own interests, making the assessment in the format that engages them most, that's absolutely appropriate. But realistically, motivation and assessment are one of the first battles or barriers you have to overcome with students. And so then the applied learning practices, student agency and that student-centered flexible approach really come into it. But what I will note is that you can start small with that. Like I said, you don't have to give students a hundred per cent choice over their assessment every time. You and your students will need to get to know each other and build that classroom practice up to be able to do that. All right, so moving on, just a few things to think about when thinking about assessment in the vocational major and in the VPC in particular.

So again, I'm just thinking about what attendees comment earlier about that really full curriculum, and there's a few things I want to talk about with regard to VCE versus VM versus VPC assessment. So we know that in the VCE the assessment is scored, so it produces a score, and the assessment is both school-based and external. So there's school-based assessment where the teacher assesses, but there are also exams. Students are also ranked based on their assessments. Their grades are statistically moderated to create a bell curve and they receive an SNN plus a score for each study. The real differences between the VM and VPC and VCE come out in those areas and they also inform the differences in assessment practice that are allowed for teachers in the VM and the VPC. So in the VM and VPC, we don't have scored assessment and we don't have rank. So we are not assessing students in order to put them on a bell curve.

We're assessing students in order to guarantee that they've met the standard to be given the certificate, and also to give them information about themselves and their performance, and to motivate them to achieve their best, potentially motivate them to just do a little bit more work to get over the line, but it really is about... It's assessment that is focused on the student and their journey and learning rather than the student compared to the other students in their class. The mode of assessment in the VM and the VPC is school-based only, so the teacher is the final deciding factor around the student's outcome. And in the VM, the actual mode. So the type of assessment task is predominantly the choice of the teacher. There are a few limitations on that within the VM studies, so there are required task types that need to be completed for each outcome. Within the VPC, there are not, so the mode of assessment is completely at the discretion of the teacher and the school. And finally for VM and VPC, the student receives an SNN only. They don't also receive a score.

Obviously, lots of schools are doing things with rubrics and doing additional reporting to give students a level of achievement as well. But from a VCAA perspective, we are just looking for the S or N on the outcome or the learning goal, and I'll talk more about that in a moment. This is a slide we've been using for a long time to talk about assessment, and I really just want to emphasize it here when thinking about assessment in the VM and the VPC. So the requirement for assessment is that students meet the outcome or the learning goal so that they can be deemed satisfactory, so that they can get their certificate, whichever one they're enrolled in. But they can do it in a variety of ways. And what's important to remember is because we are not aiming to create a rank for our students, the requirement that students do the exact same type of assessment at the exact same time is not there.

It is a requirement for VCE traditional studies because students need to be ranked, and therefore you can't compare apples to oranges. You have to compare the same task at the same time. Because we are not doing that, students can do a range of different tasks. So I wouldn't advise you do this, but if you have a class of 20 students, each of those 20 could be doing a different set of assessment tasks to meet the goal. That's a lot of work for you, but what I mean is that there just is no requirement that students have the same assessment task. The only requirement is that all the options students have for assessment be of equal rigor and difficulty. So if you as a teacher are happy that a PowerPoint versus a recorded podcast versus a written report, for example, as three options, if you are happy that you've designed those tasks to be equally rigorous and equally challenging for the students, then it's completely appropriate to have them set up as three different kinds of assessment students can choose from.

And the important thing to think about as well is that the assessment's really designed to both extend and support students. So we all know that in any classroom, there are students who are flying ahead, who are really self-managed, who you are able to give that more project-based learning to and let them go off and demonstrate their learning in a really independent way, and we also know there are students who will need support and will need to be stepped through each part of the task. The assessment scheme in the vocational major and the VPC is designed to allow for both of those things. So one thing I'm going to talk about before I get into the outcomes themselves is this idea of special provision, and this is particularly in relation to those students that do need additional support, however that may look. So you might be more familiar with special provision in terms of the VCE exams. That's certainly the most common way it's talked about from the VCAA, but special provision has two elements to it from a VCAA perspective.

One is for the external assessment. And as I've said, it's not relevant for us because we don't have external assessment, but the other arm of it is for school-based assessment. And special provision for school-based assessment can absolutely be applied to vocational major and VPC students. So the special provision policy is detailed on our website and in our handbook, but basically it allows schools to vary the assessment mode or vary the assessment program, provide additional supports, modify the kind of work and differentiate for students who need additional differentiation than what is sort of happening in a classroom on a day-to-day level. So students are eligible for special provision if they have been adversely affected by an acute or chronic illness, factors relating to personal circumstances, or an impairment or disability, and that includes learning disorders. So the policy requirement is that schools have their own policy for how they decide when students are eligible for special provision and what special provisions are provided to those students.

The only requirement from a VCAA perspective is that, A, you have a policy that you could share with us or show us, and that B, you do keep a record of which students are deemed eligible for special provision and what special provisions there provided. That record itself is not audited by the VCAA. It's a legal requirement that a list be kept in case the VCAA had to investigate something, but that doesn't really happen. So in terms of audit, it's just the policy. So that's another thing. Just going to... When you're thinking about students who really need that additional support, it's both support in terms of what is available really within the mainstream of the curriculum, and then for a smaller group of students, what may be available under special provision.

Another thing to think about in terms of the flexibility around assessment, and this is much more at a class or school level rather than an individual student level, is the opportunities around flexible delivery available within the VM and the VPC. So the VPC can be delivered in a whole series of ways without really any limitations from the VCAA because it is set up as its own certificate as a foundation secondary certificate, and so the units are not required to be delivered in any particular sequence. So this means if in terms of assessment, you think the particular learning goal that you're assessing for in unit three, outcome two is better to do at the start of the year than at the second part of the term because of where your students are or the kind of work they're ready for, you're absolutely free to swap that around, both at a learning goal and module level and at a unit level for the VPC.

For the Vocational Major, there is a lot of flexibility still in moving the orders of units and of outcomes. There are just some restrictions around when you may need to apply for the flexible delivery policy, which basically is a requirement that gives the school permission to deliver out of regular order, and it basically gives you access on VAS to enroll students in units out of order. So for example, if you wanted to deliver unit one in semester two and unit two in semester one of the following year, you don't need to apply to do that. That's completely fine. But if you wanted to do that with unit three and four, you would need an application to support that. But basically you have a lot of freedom to change the order of when your units and outcomes are falling, or units, modules, and learning goals are falling to really make an assessment program that works for your students.

So I'm about to sort of finish off on the general rules, and then I'm going to go into a little bit more detail about the study designs and the assessment itself, or the assessment requirements itself. But we've got another Slido, and I'd really like to know, if we go back and think about that pillar of applied learning, what kind of specific tasks have you been doing with your students that have helped you? Is it a lot of observation? Is it a lot of recording? Is it a lot of action that you can observe? What are the kind of things that have really helped you engage your students in assessment this year? I can see one person typing. I've always got to give people a bit of time to actually get their phone and their QR code up. Mock interviews, really, really good. And this is the kind of thing you have great evidence because you have obviously the notes taken by the interviewer or recording and the students' actual answers. Really great stuff.

Options to film presentations, absolutely. Students are always challenged by that idea of live presentation and filming those kinds of things can be really a great way to engage them. Community-based work, industry visits, there's so many tasks you can get students to do while doing industry visits that can be used as assessment that are really, really great. Interviewing community members, absolutely. Having really clear assessment parameters, that's great. We were doing eight different tasks in the lead-up to this. And now we're going to do these three tasks, and these are what I'm going to decide your assessment with. This is the parameter. That's really great. Creating infographics for younger students. So fun. So like a task around teaching them or sharing information with them, and that can work for so many of the different study designs. I really like this one here, a portfolio of smaller tasks. It really takes that multiple opportunities idea and sort of makes it concrete.

Students are able then to understand that every piece of work that they do is contributing to their S or their satisfactory and there's no wasted work. But it also takes the pressure off one task. If one task's not perfect, you've got quite a number of other tasks you can use to create your satisfactory. Absolutely. Let me just look if I'm missing anything. Exciting leadership activities, really good. I'm glad to see so many people doing so much fun stuff. So I am getting into the real nitty-gritty of the assessment things to think about at a subject level now. So the really important thing to remember when we're thinking about assessment is yes, it's just an S and N. students get a satisfactory or not satisfactory in the VM and VPC, but that is based on a standard.

Students need to meet a standard to be given an S. And the outcome in the vocational major or the learning goal in the VPC is standard, and I'll talk more about that in a sec. But to meet the standard, the students develop capacity in or demonstrate their learning in the relevant key knowledge and skills or the learning goals and applications. So it's not just an S and N based on teacher feeling or instinct. It is a satisfactory based on what the standard is. And I'm going to go into more detail on that now. So this is an example outcome from VCE VM literacy unit to outcome one. So the outcome or the standard is that on completion of the unit, the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral, and multimedia responses reflecting that learning. I've put reflect twice in there. Apologies everybody.

So the first thing to know is that this is the standard the student must meet to reach an S in unit two, outcome one of literacy. It can be broken down into a when, what, how, and a level. So when is on completion of the unit. This is really up to the school and up to the teacher. So when you have decided that your learning program for this unit is over, really the only thing to consider from a VCAA perspective is that we require the S and the Ns to be submitted for students by the middle of November for units three and four, or one and two and three and four. So from our perspective on completion of the unit needs to be by the middle of November. From a teacher and school perspective, that's your remit.

So when the unit's done, the standard has to have been achieved. What are the skills and knowledge the students should demonstrate? So I've highlighted them there. So the skills and knowledge are the purpose, audience and main ideas of diverse arguments presented in different text types. How do they have to demonstrate that? They have to be able to create a range of annotations, written, oral and multimedia responses that reflect their learning. So what they actually have to do is annotate, write, talk about, and produce multimedia responses, and the level is explained. So all of the curriculum for the VCE VM and VPC are written based on Bloom's taxonomy, so there are varying levels of verbs in each of the outcomes that tell you what level they have to do it to. So in this case, the student needs to explain. So they need to be able to explain to you, through their work, the purpose, audience and main ideas of a range of arguments in a range of different text types.

So they're not just listing. They're not going as far as to analyze. They are explaining. The last thing to think about with the outcomes is the AQF level that this curriculum is at. So VCE VM curriculum is at AQF levels two for units one and two, and three for units three and four. This is the same for all VCE curriculum. So all VCE studies are aligned to AQF three and four. So the other piece of the puzzle is to look at that AQF standard. So at AQF two, because this is a unit one and two year 11 level outcome, students at this level will apply knowledge and skills to demonstrate autonomy and limited judgment in a structured and stable context and within narrow parameters. So this also tells you that while the skill level is explained, the context in which the student has to do this is that they can be doing it in a structured context, in a stable context.

So you don't have to ask them to explain the purpose, audience, and main ideas of an argument in a text type they've never seen before, or about a context or a piece of content they know nothing about. They do have to demonstrate their knowledge and their skills with some autonomy and limited judgment. So they need to be able to explain the purpose, audience, and main ideas of those arguments independently or with autonomy, but not in a context that they're unfamiliar with. So you don't have to chuck them a piece of text that they've never dealt with before and ask them to do this work, but they do have to be able to do it with autonomy in structured and stable contexts. Just another example of this, and I've picked quite a complex outcome here to talk about, which is VCE VM WRS unit three, outcome two.

So WRS teachers amongst us might recognize this as really one of the densest outcomes in any of the studies, but I do want to show you that the same sort of structure applies. So again, on completion of the unit, when you decide, the students should be able to outline the national employment standards and methods for determining pain conditions, explain the characteristics of workplace bullying, discrimination, and sexual harassment, and outline the processes and legal consequences for breaches and analyze the personal ramifications that might follow. So what they need to know is really that highlighted text. So in the National Employment Standards, methods for determining pain conditions, what workplace bullying, discrimination and sexual harassment look like, excuse me, and what happens if those laws are breached? However, they only have to be able to outline and explain that content. They don't have to analyze, they don't have to go into a lot of depth, and they certainly don't have to know it off by heart. The only thing they have to analyze are personal ramifications that might come from breaching those. Excuse me for one sec.

Sorry, everybody. I had a frog in my throat. So where were we? Students only need to know this to the level of outline and explain. The final piece here again is the AQF level. So this is the year 12 level outcome. It's a unit three outcome. So we're in AQF three. And at this level, students will apply knowledge and skills to demonstrate autonomy and judgment, and take limited responsibility in known and stable contexts within established parameters. So step up is really in that autonomy, so students need to be able to do this work pretty autonomously, but the parameters are still, the context, sorry, are still known and stable. You don't have to give them a case study that they've never seen anything like it before and ask them to analyze the personal ramifications of breaking any of these laws in that case study because they are allowed to be working in known and stable contexts and with established parameters, but they are expected to be doing the work at a pretty autonomous level.

Okay, final... Apologies. I have animated this slide. This is the same outcome, but I also just wanted to use this as an example of showing how the key knowledge and skills are contained within the outcome statements. So a really important thing to know for assessment in the vocational major is that it is the outcome that you are assessing students on not every single dot point in the key knowledge and skills. And you'll see here that because the key knowledge and skills are contained within the outcome, you are assessing them when you assess the outcome, but you don't need to tick off having a task for every single one of these key knowledge. So for example, you can see here that the overview of the national employment standards and the role of fair work is one of the key knowledges, but if a student can outline the national employment standards, that's part of that key knowledge.

The same for the next three. Worker classifications, awards, agreements, and individual contracts, employee advocates, et cetera, they're all contained in methods for determining pain conditions. So if a student can outline national employment standards and methods for determining pain conditions, that key knowledge is contained within. So really just to emphasize, it is the outcome statement upon which you are assessing the students, not the key knowledge and skills. The key knowledge and skills just give you more detail about the outcome statement. Very quickly, the same structure that I went through before is true for the VPC in the learning goals. So on completion of this module is when the student must demonstrate the learning goal. And these are broken down. They're written a little bit differently, but the same sort of what level and how exists. So in this learning goal, students from PDS, students demonstrate an understanding of self, use a range of teamwork, communication, and time management and problem solving skills and understand and apply those skills to set and achieve personal goals.

So that's what they're doing. The level here is develop and demonstrate, use, and understand and apply. So they're showing that they can do it, and then the applications really give some shape to how they do it. Finally, VPC is a foundation secondary certificate, so it is at AQF level one. So units one to four of the VPC are at AQF level one. And at this level, students apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters. So once again, there is some autonomy required of the students. They do have to do some of the work or demonstrate this knowledge autonomously. But in highly structured and stable contexts, they're able to do it with examples and texts and case studies that they're comfortable with and familiar with.

Okay. The last thing I just want to note about very briefly when you're thinking about the assessment structure is that for VPC and VM numeracy, there is just one more layer over that, which is that all of the outcomes, the three outcomes are assessed, or the three outcomes or the three learning goals are assessed together. I'm not going to go too much into this in this webinar. We do have very detailed webinars already available on our online learning platform that go into this in much more detail. But the thing to keep in mind is that for numeracy, all of those outcomes are assessed together. So the final thing I'm going to leave you off on is with all of that knowledge, how to think about planning a unit, and then planning for assessment.

So what I've talked about today are really the rules and requirements around the vocational major and VPC assessment, and now I want to talk about how to think about them. When you're planning a unit of work, we are really advocating that you think about the principles of applied learning, the key knowledge and skills, and the outcome and learning goal. And they're your keys into planning a unit of work. And the way you think about them is a backwards by design structure. So this is a bit of a... It's a sort of VCAA vocational major VPC Frankenstein graphic that shows that backwards by design approach. So really, what we are doing is asking what is it that we want the students to learn? What's in the study design that we want them to learn? What's the context for learning? How are we going to jazz it up? How are we going to hook them in? Then we get to, how will you know when they have learnt it? And this is your assessment.

And then finally, we get to that question of like, okay, I know where I'm going, I know what I want to see from them, and I'll know that they've learnt. So what are we actually going to do in the classroom? And this is where we get to this kind of planning for assessment where you take the outcome statement or the learning goal and you think about the pillars or the principles of applied learning and building all of that flexibility and student engagement and student agency into your program.

And then instead of thinking, okay, what assessment task am I going to do, you think about what opportunities do I have to collect evidence of student learning? I already know that I want to do this community project. What can I collect from students through that community project to give evidence that they've met that learning goal or that outcome, instead of, okay, I'm going to do the project. What am I going to do to assess it? What's already going to happen in the project? What's already going to happen in the task and in the learning that you can collect as evidence of student learning. And then that brings you to assessment that promotes success both for the students, and success in that it will be less arduous for you.

Just a few notes on evidence, if we're thinking about assessment as evidence of learning, it does need to be collected by the classroom teachers, so you do have to have some outputs and artifacts of student learning. That is what you use to base your decision for as of S or N on. So you have that evidence, but that evidence can be anything produced from student work. So that can be written work, visuals, like those graphics somebody was talking about earlier, recordings, videos. It can be observations by you, so an observational checklist, etc. And the reminder that it is all school based, so you as the teacher are the deciding figure of S or N based on this evidence.

So we are really fast approaching the end of the webinar. I promise this is the last Slido. So I just wanted to really give you this sort of provocation right at the end. Thinking outside of your existing successful assessment or what you've been doing, is there any evidence that you could collect in your classroom already or without thinking about assessment specifically that can be evidence of that S or N. Is there evidence that you can collect to ensure students can experience success? I'm not seeing anybody on... Oh, I've got participants. Excellent. I was waiting for people to start typing. I'll give you a sec, and then we are going to be wrapping up.

I'm taking it right down to the wire. Student feedback. That's a really good point, and I think it really goes to that idea of even though there is a specific pillar of applied learning about assessment, all of those pillars can support assessment. If students are providing feedback on themselves, on others, they are demonstrating agency, you're being flexible with them, they're engaging, and it's still a form of assessment. Observation is great. There's a lot of students that are demonstrating their learning in actions, and the output from that can be a record of your observation. Recording student discussion is a great idea. Sometimes it's much more challenging to prepare and present than to discuss, and it can demonstrate the knowledge in just as rigorous and high quality away. I love the idea of people doing ongoing tasks throughout Google Classroom. It really makes it nice and fluent and easy, and you'll end up with a sort of e-portfolio of work. And annotated pieces, either their own work, annotating other students' work, annotating external work that comes in, absolutely. Really relevant assessment. Thanks again everybody for jumping in on that.

Oh, excuse me, I've accidentally jumped out of the presentation mode. There we go. So I'm going to come back to the questions once I get out of this presentation so I can actually see if there were any. But I just want to finish off today by really drawing your attention to all the supports we have. So we have a whole series of other webinars. We have term four Face-to-Face Professional Learning that's announced on the website. We're going all across the state. And we also have our communities of practice. That can be a really great place to discuss and moderate assessment with fellow teachers. And I'd really emphasize that if you want to get in contact with us, you can write to us. And our shared email address is just the people in my team and myself at the end of it, so you'll get a response from a real person.

The final, final QR code for the day is here. This is just a feedback survey. If you can give us a moment of your time sharing feedback for this webinar or sharing additional questions that you have, that would be really valuable. We are providing professional learning all throughout the year and into next year and ongoing. So feedback on how our professional learning goes is always really valuable to us, and we absolutely respond to our code. Thank you so much for being with us today. You'll get the slides, and this will be shared online as well.

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