Developing Formative Assessment Rubrics: teachers’ reflections

Transcript

**What impact has participation in the Formative Assessment Rubrics workshops had on your teaching practice?**

*Katie Clements, Red Cliffs Secondary College*

I came into the project as a... like, a rural/remote kind of teacher, just wanting to test to see how, like, I was going on a professional level as well, and I've learnt so much.

I've learnt heaps by being here. I've only...it's only been a few times we've been, you know, together as a group, but I really enjoy working with the other guys from the Melbourne schools.

I've really gotten a lot out of how they do things. I've realised that some of the things that we do are fantastic and are the same as what they do.

Some of the challenges that I thought were unique to us are not, which is really good, because I know that we're all having the same challenges as well.

*Glenn Fischmann, Frankston High School*

This has probably one of the times in my career where I've actually gone, "Yes, this is something that actually is different," and I think it's a vast improvement on what I'm doing, and it's made me want to change.

So I think, in terms of my thinking, it's been a pretty big project.

So, I think it's had a massive impact, but obviously there's lots of work to do still to embed it. It really has just changed my whole approach to how I would design a unit of work.

Like, my school's been focusing on backward design previously, but it's been more "What are the goals of the unit?" and then developing resources.

And we have talked about assessment, but not using developmental rubrics specifically.

And I think, for me, that was one of those kind of moments where you kind of... you learn something new and you re-analyse everything that you're doing and realise that there's... everything that you do could be done better, and therefore that's...

It's changed how I think about teaching, and it's inspired me to want to actually change how other

people in my school approach things, as well as my own teaching. Um...but it's a huge task.

**What tips about Formative Assessment Rubrics would you give teachers?**

*Katie Clements, Red Cliffs Secondary College*

In terms of putting all the evidence in, there were some opportunities students had to demonstrate one of the skills or knowledge multiple times, and there was one skill or knowledge they only got the opportunity to demonstrate once.

So we had the debate whether once is enough, or whether they had to demonstrate the same skill over and over again for it to be classified as, "Yes, they know it or they understand it."

So, if they spend too much time, for example, doing the same thing over and over again, they might miss that one opportunity to show their knowledge or skills in that one area, which might be the higher-order one.

So, that made me rethink how many opportunities they had to exhibit each skill or knowledge in the actual task itself.

*Bronwyn McNamara-Moyle, Aitken Creek Primary School*

Originally I gave the children the assessment rubric at the very start of the process for them to do their planning and show me what they had learnt - so, they had it there so they could refer to it at any time - and I modelled to them at each stage along the way what they would need to try and demonstrate, and then they were putting that together onto an online presentation format, and we did it step by step.

At the very end of doing that, I asked the children to self-assess themselves on the rubric, and they handed that to me.

There was a very large difference between their self-assessment and the way I assessed them, so I included that on the rubric for them and handed that back.

Before I did, I gathered that data to see where they would sit on the rubric, and I handed it back to them. I spoke about the knowledge that they weren't demonstrating to me, I gave them an opportunity to go back and fix some things and include more detail, which they then submitted back again.

I reassessed them and saw a lot of improvements in their rubric results as a result of them having an opportunity to receive feedback and then have another go.

**How will you use what you learnt from the workshops in your school?**

*Julie Cain, Amanda Irwin, Mt Waverley Secondary College*

You know your content, you've got that knowledge, you've got the pedagogy, but it really makes you go back and revisit what you're doing. And I always thought I was quite good at setting up assessment tasks and rubrics, and then after doing some professional learning around this, I think a lot of it I didn't do as well as, you know, I thought I had.

So I think it's been a really good opportunity to really reflect, and we have to continually go back and refine and look at what it is... what is it that we're trying to do with our students? What do we want them to be able to demonstrate?

So I think this sort of opportunity gives you that time and space to do it that you don't always get in a school. I think this kind of assessment and really getting people to think about what is it that they want students to be able to demonstrate, what's the knowledge and what's the skills is a really good way to get those teams to really think about rich assessment opportunities for our students. So, it's really getting them to think deeply about what it is That they want the students to do.

I see it as a long-term project. We've got a few people now that have been lucky enough to be able to work on this project, but it's something that we'll continue to work with teams of staff over the next year or two in faculties, just to really get them looking at what they're doing and the variety of assessment, and how they're able to teach at the point of need.

And I think if they have that formative assessment and really think about the developmental continuum, they should be able to pinpoint that and really provide opportunities for our students.

*Bronwyn McNamara-Moyle, Aitken Creek Primary School*

I would be very open to doing the rubrics again.

The initial workshops that we did when we had to look at it was sort of a bit overwhelming, to say the least. There was a lot of information there and it seemed really nit-picky, and it was a hard process going through it and refining it all, which I also had to do at the end of this particular project because there...it showed up that there were some things that I needed to tweak a bit.

But certainly once it all came together and I actually have that there and I've got the hard data to say, "Yes, this child can demonstrate this. They couldn't demonstrate this," it's really going to help me with my assessment, so I'm going to find it really useful for putting that together.

And as much sort of hard work as it was to create the rubric in the first place, it's been really valuable and I know when we're doing our inquiry unit this term... I'm not the one who's doing

the overarching part of it, but it's certainly something that I want the people that are constructing it to think about is, "Do we have a clear idea of what we're going to assess them on?" and have that there, because the initial heartache of creating it was... the rewards were great at the end.