

Justice alert

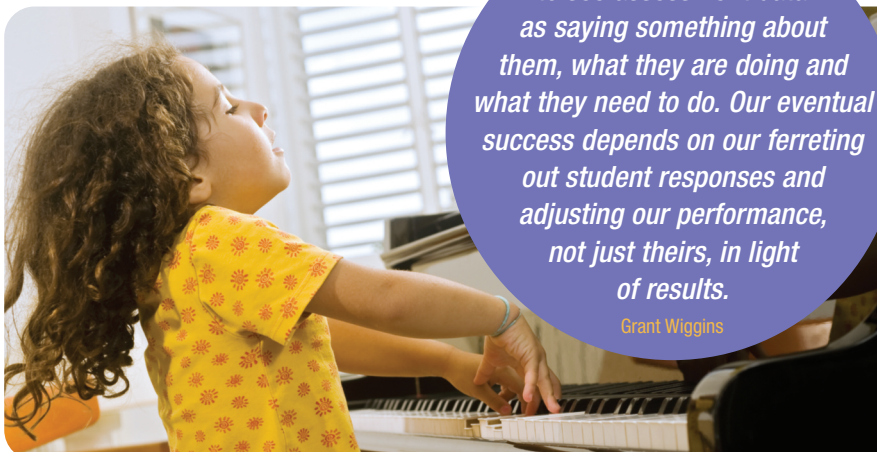
Do the dominant assessment practices regularly exclude certain ways of demonstrating understanding?

Key actions: Teachers

- Build connections with my students, align curriculum outcomes with real-world settings and model lifelong learning where school is part of the wider community
- Develop topics and assessment through issues and projects that are real to my students and use assessment criteria relevant to these
- Use digital resources and *Scottle* learning objects to simulate real-life situations and assessment scenarios
- Incorporate deliberate and impromptu self and peer evaluation into everyday class activities, focusing on the quality of performance demonstrated in learning skills, understandings and knowledge
- Teach the skills of self and peer assessment
- Scaffold learners' efforts to conduct their own inquiry processes, experimentation and problem solving
- Allocate time for students to share their work with peers, to discuss their thinking and their plans
- Ensure my students learn about their own thinking processes (the metacognitive work of learning) to develop self-monitoring skills
- Negotiate with students how they will demonstrate their learning by directly linking to the intended learning outcomes
- Involve students in local community initiatives to 'make a difference' in contexts that matter to them
- Connect students with authentic audiences face-to-face and online
- Develop students' skills and confidence to take on advocacy roles within the school and the community
- Provide scaffolds for students to participate in authentic contexts (eg coordinate mentor partnerships across year levels)
- Give 'just in time', relevant developmental feedback

Key actions: Students

- Use different situations to show what I know, can do and understand
- Develop projects about issues that matter to me
- Assess whether I achieved what I set out to do
- Give feedback to others and accept it from people who are helping me
- Make sure I check with others to see how I'm going and to get new ideas



Teachers need to see assessment data as saying something about them, what they are doing and what they need to do. Our eventual success depends on our ferreting out student responses and adjusting our performance, not just theirs, in light of results.

Grant Wiggins

Ways to apply and assess learning in authentic contexts

Learning shots: Students use digital cameras to capture 'learning moments' throughout a unit of work. Students develop captions for each shot that describe their thinking and progress made at each stage. Post these on the wall to create a 'Learning moments' wall collage. (Ensure that permission for photographs to be taken has been obtained from parents/guardians.)

Hamburger rubric: Three students are to do a well known task—constructing hamburgers. Three other students write a confidential set of criteria that they think a good hamburger should have. Stars can be used to indicate the quality of the hamburger on a rubric; for example:

☆☆	Superb job of placing burger in bun
☆☆	All parts in respective places Used sauce to draw a smiley face on the patty Wrapped neatly in a folded origami swan
☆☆	Burger in bun
☆	Lettuce piled neatly on patty Sauce on inside of bun Pickle centred Wrapped nicely
☆☆	Burger in bun
	Lettuce in bun Sauce on inside of bun Pickle in bun, but a little off centre
☆	Burger hanging out of bun Lettuce hanging out Sauce all over the bun Pickle on floor

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authentic contexts

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