



Australian Alliance  
of Associations  
in Education

PO Box 3106  
MARRICKVILLE METRO NSW 2042  
Fax: 61 (0)2 8020 3933  
Email: [secretary@aaae.edu.au](mailto:secretary@aaae.edu.au)

## POSITION PAPER 4: ASSESSMENT

### AAAE:

- considers assessment as a strategy to strengthen teacher judgment on student learning progress.
- recognises that designing and implementing quality teaching should include:
  - purposeful assessment practices that help teachers customise learning to the needs of their students;
  - provide evidence for reporting about the learning quality and progress achieved by each student.
- acknowledges that teachers are the assessors and their judgement should be complemented by assessment policies and practices of relevant education authorities.
- believes that professional learning should support all teachers' understanding and confidence in assessing.

### To engage in purposeful assessment, teachers should:

- understand (not just apply) various assessment methodologies, in particular which approach is more appropriate for different contexts and stages of student learning.
- be aware of how to provide quality feedback that is clear, meaningful and useful to students to improve their learning.
- demonstrate the skills to align assessment tasks with the desired learning.
- have the capacity to empower students to understand success criteria to progress their own learning.
- communicate accurate achievement and progress data effectively to students, families, site and system.
- use assessment to maximize student motivation and learning by involving students in assessment processes, recording and communication.
- be involved in collaborative moderation to improve the accuracy of their formal judgements about learning progress.

### Professional learning:

Referencing assessment, professional learning should include knowledge of all components of the Australian Curriculum / related state and territory curricula; in particular, how:

- content, understandings and skills can be assessed effectively.
- progression is best delivered and directions for future learning defined.
- to design appropriate assessment tasks.
- to interpret student responses and provide meaningful feedback.
- to use assessment data to differentiate teaching and learning programs to maximize learning for all students.
- to grade students and collect evidence of their achievements.