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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Ways of Assessing

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Overview ▼

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing



General Capabilities



Cross-Curriculum Priorities


Glossary

 Technologies Glossary

 Technologies Scope and Sequence

 Technologies Scope and Sequence 

 ABLEWA Technologies Scope & Sequence 

 ABLEWA Technologies Scope & Sequence

◀ Return to Technologies

The 'ways of assessing' section provides guidance in developing effective assessment practices.

The 'ways of assessing' section provides guidance in developing effective assessment practices, reflecting on their own practices. Here teachers are encouraged to reflect on their own practices.

- background information
- reflective questioning
- guidance for additional resources

Refer to the *Western Australian Curriculum Framework for Computing* (<http://k10outline.scs.wa.edu.au/>) for more information on assessment practices and phases.

The key to selecting effective reflective questions is to focus on the following:

- How do you use assessment to inform learning?
- Do your assessment practices align with the curriculum?
- Do you design assessment that is formative and summative?
- How do you use assessment to inform learning activities, in assessment improved?
- How do you identify learning needs to learn?
- How do you identify learning needs to learn?
- What information do you need to learn?

- How do you work does this work in
- What range of ev and evaluate you

In the Western Aust understanding and support each other components of the to demonstrate the of their skills, (e.g. technologies in soc The assessment ex individual tasks as t reflective of individ they are creating.

Refer to the *Judging Assessment Outline* when reporting aga explaining the diffe

The following table teachers to underst also be based on th

Examples of ass strategies

Observations

Group activities

Videos or audio recordings

Fieldwork and practical evidence

Portfolios and workbooks

Tests or quizzes

Written work

Graphic organiser

Visual representa

Performances or c

Conferences

Self-assessments
student journals

Peer assessments

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