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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

Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Aboriginal Languages and Torres

 Strait Islander Languages Scope and Sequence

 Arabic Scope and Sequence


 Hindi Scope and Sequence

 Korean Scope and Sequence

 Modern Greek Scope and Sequence

 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

The 'ways of assessing' are outlined in developing effective

The 'ways of assessing' are outlined in the *Western Australian Curriculum Framework for English* principles, reflective of the principles of effective learning and teaching, reflecting on their own practice and the principles. Here teachers are encouraged to:

- background information
- reflective questioning
- guidance for additional resources

Refer to the *Western Australian Curriculum Framework for English* (<http://k10outline.scs.wa.edu.au/>) for practices and phases of learning.

The key to selecting effective reflective questions is to ensure they are

- How do you use assessment to inform learning?
- Do your assessments measure learning?
- Do you design assessments that are formative and summative?
- How do you use assessment to inform learning activities, in assessment improved?
- How do you identify learning needs?
- How do you identify learning needs?



 Overview ABL TSIL Framework



 Overview Auslan

 Overview Classical Languages Framework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities Template 

 Teaching and Learning Outline Template 

◀ **Return to Australian Curriculum Languages**

students, needs 1

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

In the Languages, t interrelated and inf teachers provide st they are learning a for effective and int typically address th meaningful context ways, teachers use assessment strateg

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 asse

Observation

Group activities

Short responses

Extended response

Practical and authentic

	Performances or o
	Visual representa

Portfolios

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