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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

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 Sequen ce
- Spanish Scope and Sequence
- Turkish Scope and Sequence
- Vietnamese Scope and Sequence e
- Noverview ABL TSIL Framework
- Overview Auslan

The 'ways of assess in developing effect

The 'ways of assess the *Western Austra* principles, reflective reflecting on their coprinciples. Here tea

- background infor
- reflective questic
- guidance for add

Refer to the *Wester* (<a href="http://k10outline.separactices">http://k10outline.separactices</a> and phase

The key to selecting reflective questions

- How do you use a
- Do your assessm
- Do you design as formative and su
- How do you use y activities, in assignments
   improved?
- How do you ident
- How do you ident students, needs t
- What information

- Overview Classical Languages Fr amework
- ABL Scootle Resources
- ABL Additional Resources
- Languages Assessment Activities
  Template
- Teaching and Learning Outline Te mplate 2
- ◆ Return to Australian Curriculum Languages

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

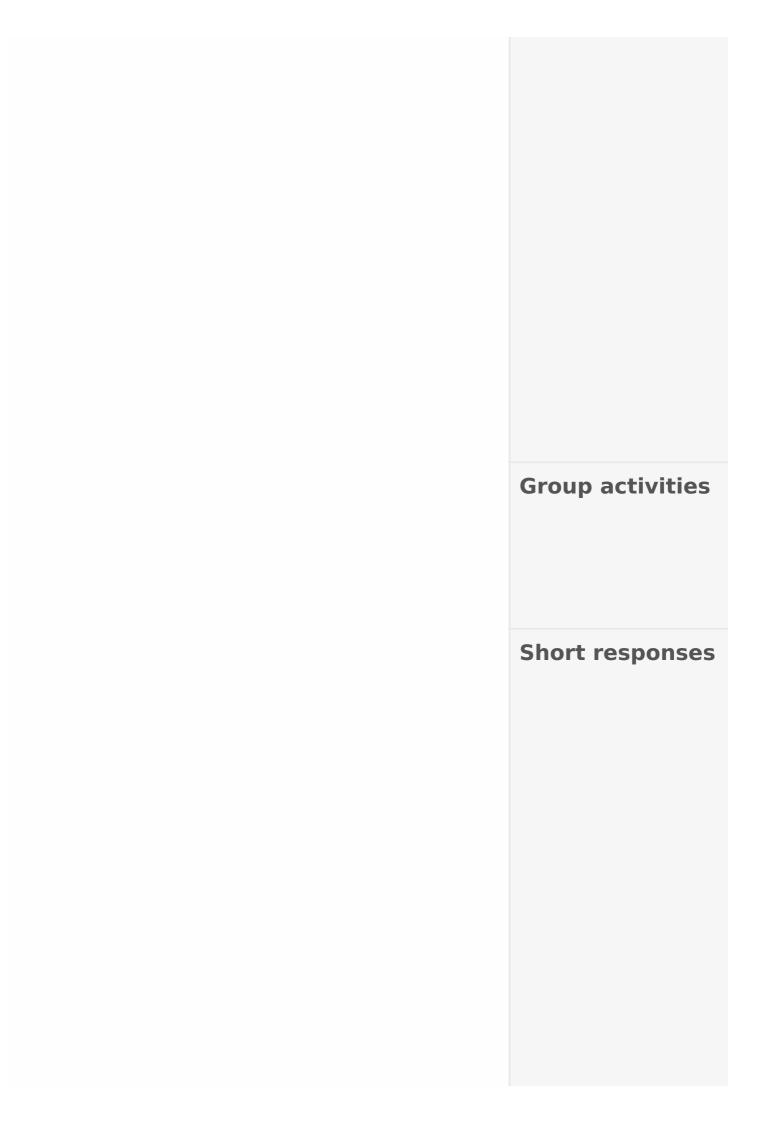
In the Languages, t interrelated and inf teachers provide st they are learning and for effective and inf typically address the meaningful context ways, teachers use assessment strateg

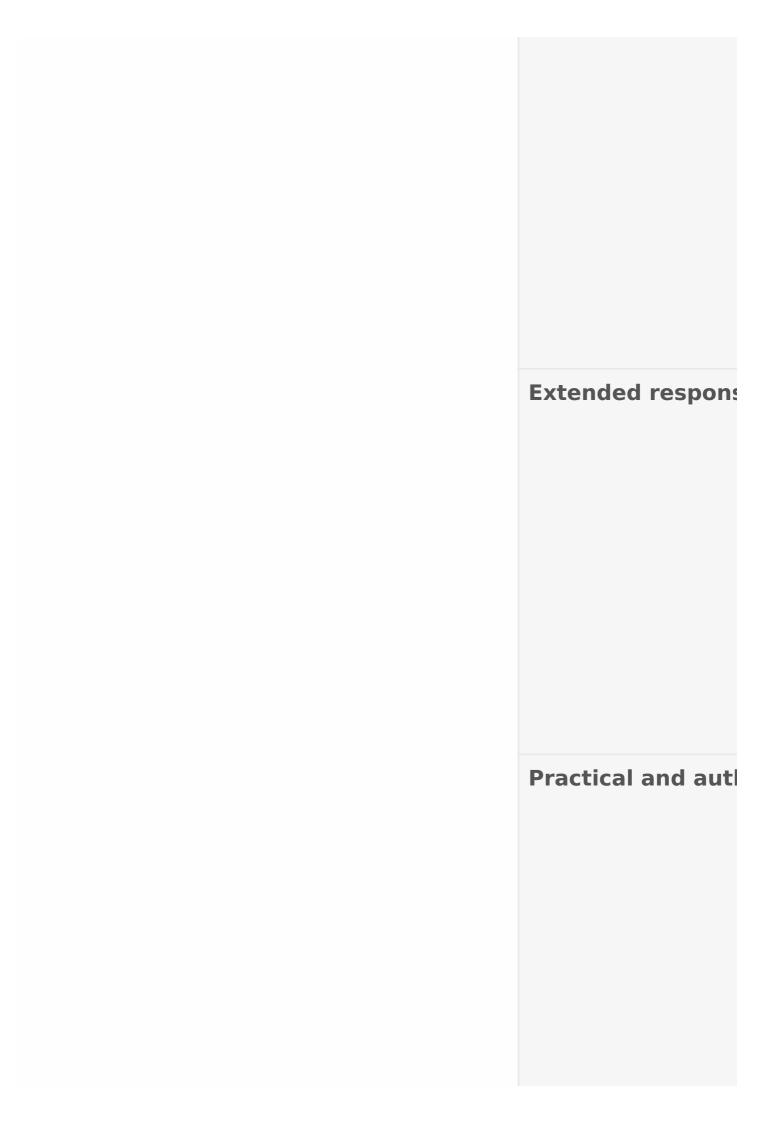
Refer to the Judging Assessment Outline when reporting aga explaining the diffe

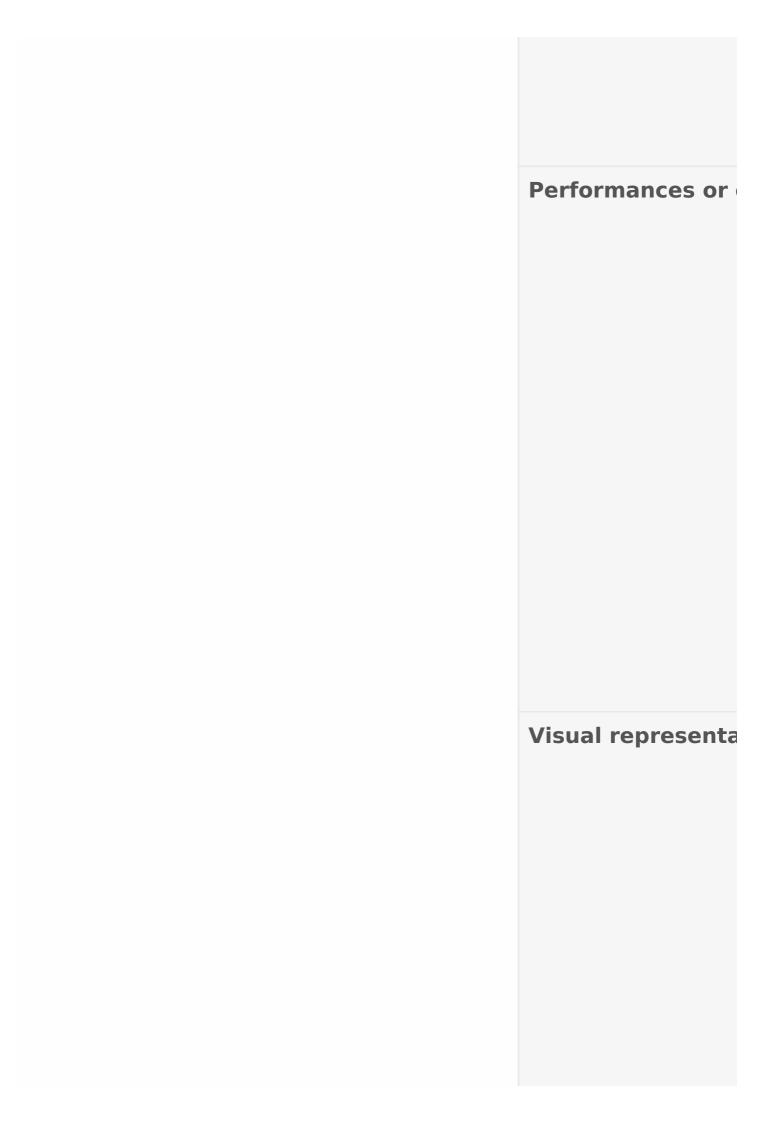
The following table teachers to underst also be based on th

**Examples of asse** 

**Observation** 







## **Portfolios**

<u>Principles</u>

<u>Teaching</u>

Assessing

<u>Policy</u>

Resources

