

Fact Sheet 4: Education Terminology and Assessment

Understanding Terminology

This page may help parents and carers to understand some of the terminology in the weekly lesson plans.

Learning Intention

The learning intention articulates the purpose of the lesson.

The **learning intention** of a lesson, or series of lessons, tells students what they should know, understand and be able to do as a result of the teaching and learning activities.

Clear learning intentions helps the student focus not just on the task, but on what they are learning. Learning intentions can be posed as questions to involve the students in an active inquiry process.

Success Criteria

The **Success criteria** is linked to the learning intention and helps the student understand what success looks like. Success criteria outline what the work should contain or demonstrate, in other words what they now know, understand or are able to do. When the success criteria is evident, the learning intention (purpose of the lesson) is achieved.

Task description

The **task description**, describes the activity the students will engage in. The task may be one lesson or involve a series of lesson.

While working on the activity, discussions between the teacher and student are aimed at encouraging the child to reflect on their thinking, what they are learning and feedback is provided about the success criteria already shown and what step might be taken next.

Here is an example below.

Task Description or activity- (This could be one lesson or several lessons)

Today you will view a 'Behind the News' program and determine whether you agree or disagree with the topic. Take notes to capture the facts presented in the program. Over the next few lessons, you will learn how to prepare a speech to present your point of view in a persuasive way.

Learning Intention	Success Criteria- this may be the result of a series of lessons
How can I present my point of view in a persuasive manner?	<ul style="list-style-type: none"> • I can begin with an opening sentence that states my point of view • I can present reasons and examples to back up my argument. • I can use emotive and persuasive language • I can use statistics, rhetorical questions of humour to gain the audience's attention • I can conclude with a strong statement • I look at my audience when delivering my speech.

Focus Groups- children will engage in small groups with their teacher to explicitly learn about and practice any one of the success criteria.

Assessment Terminology

What is the purpose of assessment?

The **purpose of assessment** is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of the curriculum. DET requires schools to provide a grade that indicates the degree to which the child has achieved learning outcomes. These grades are reported to parents in the form of an A-E rating. Reports to parents also indicate whether the child is performing below, above or at the expected level.

What different types of assessments are used and what is the purpose of each?

Assessment tasks fall into 3 main categories:

1. Formative assessment
2. Continuous assessment
3. Summative assessment

Formative Assessment

This testing (or collection of work samples) is used before a unit of work commences. Teachers analyse the work to determine what the child already knows and what has yet to be learned. Teachers use this data to plan a series of lessons to explicitly teach and practice the knowledge and skills students need. At our school, students are provided with feedback so they can work with the teacher to set personalised learning goals. Students then work with the teacher (and others who have the same need) in mini groups to explicitly learn, practice and develop the skills.

Continuous Assessment

Students are engaged in a range of activities aimed at developing their areas of need. A learning task will have a specific learning intention (or lesson goal) and students are provided with clear examples (or success criteria) of what their work should contain. When the work is completed, the teacher and child engage in discussion about whether the work contains some or all of the key points required. As a result of this feedback, the child is able to identify the next step to work on. Work sample review and feedback discussions also enable the teacher to plan further targeted lessons.

Summative assessment

Summative assessments are carried out at the end of a learning period and can be in the form of tests or tasks that requires the child to incorporate what they have learned throughout the unit. Summative assessments are analysed by the teacher as they look for evidence of the knowledge, skills and understandings displayed within the work. When we compare formative and summative assessments we can record and track the learning that has taken place (educational growth).

Why are assessments needed?

- To ensure lessons are planned to address students' needs
- To determine the degree of educational growth a child is making compared to what is expected.
- To report progress to parents, students, the school and DET.

